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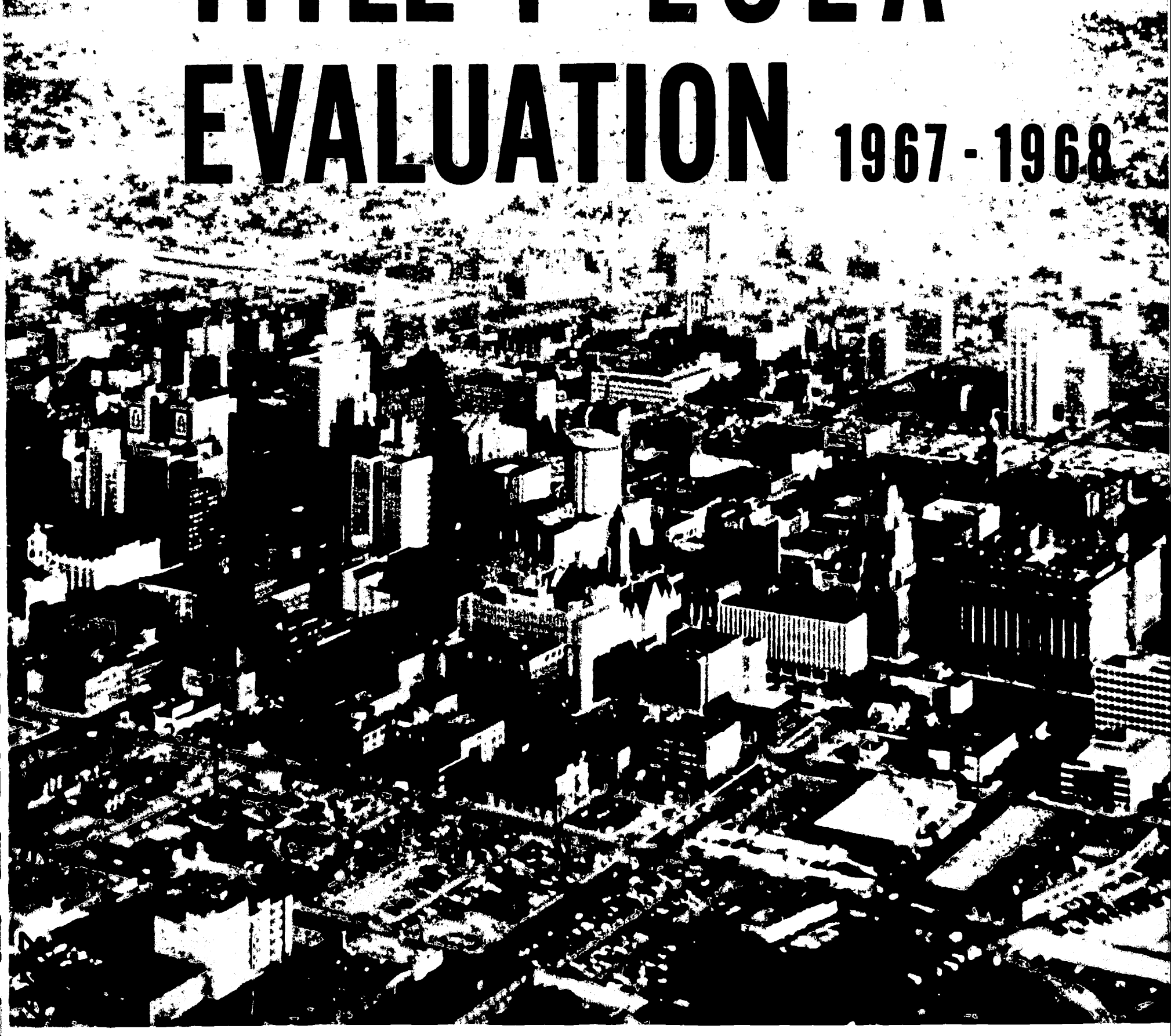
Federal funds granted to local school districts under Title I of the Elementary and Secondary Education Act are specifically intended to assist the local district in meeting the special needs of educationally disadvantaged children. During the 1967-68 school year, the Milwaukee Public Schools received more than 2 million dollars of Title I funds which were used to support different programs from kindergarten through grade 12. The Department of Educational Research was responsible for developing an evaluation plan to aid in determining the degree to which the aims and goals of the Title I activities were being met. This task required the research staff to work cooperatively with project directors and school personnel in the translation of goals into statements of expected changes in observable behavior, in the selection or development of tests or instruments within the schools, in the collection of appropriate data, and in the analysis and interpretation of the findings. (Author)

SUMMARY OF TITLE I ESEA EVALUATION 1967-1968



MILWAUKEE PUBLIC SCHOOLS

EVALUATION OF

TITLE I (ESEA) PROGRAMS

1967-1968

MILWAUKEE PUBLIC SCHOOLS

Richard P. Gousha, Superintendent

ACKNOWLEDGMENTS

Evaluation can never be the work of one department or individual. Students, teachers, supervisors, administrators, clerical personnel, and all who have a part in the program form the vital links in the chain which finally yields data for analysis. The Department of Educational Research and Program Assessment wishes to take this opportunity to thank all who have contributed to this evaluation.

It is hoped that the information gained will help to improve education in the city of Milwaukee and that future evaluations can continue to improve program through increased understanding.

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SUMMARY

EVALUATION OF ESEA TITLE I PROGRAMS IN MILWAUKEE PUBLIC SCHOOLS

1967-1968

INTRODUCTION

Federal funds granted to local school districts under Title I of the Elementary and Secondary Education Act are specifically intended to assist the local district in meeting the special needs of educationally disadvantaged children.

During the 1967-68 school year, the Milwaukee Public Schools received more than 2½ million dollars of Title I funds which were used to support different programs from kindergarten through grade 12.

The Department of Educational Research was responsible for developing an evaluation plan to aid in determining the degree to which the aims and goals of the Title I activities were being met. This task required the research staff to work cooperatively with project directors and school personnel in the translation of goals into statements of expected changes in observable behavior, in the selection or development of tests or instruments within the schools, in the collection of appropriate data, and in the analysis and interpretation of the findings.

THE 1967-68 EVALUATION PLAN

Experience acquired by the staff of the Department of Educational Research in conducting evaluation of Title I programs in operation during the 1965-66 and 1966-67 school years suggested the development of a new method of evaluation. Previous evaluations of Title I projects in the Milwaukee Public Schools concentrated upon an analysis of effects of the individual projects upon students in terms of teacher opinion, administrator opinion, student achievement, and student attitude. The analyses of these projects had been largely in terms of "growth", or lack of it, between a student's functioning at the beginning of a project and at the end of the project. This strategy of evaluation provided an initial picture of the effects of the projects, particularly in their early developmental phases and when little or nothing was known about a project's effects. The strategy left unanswered, "What would have happened to the student if he had not been in the program, i.e., did students in the program perform better than students of similar ability and background who were not in the project?"

Previous evaluations had also not allowed a determination about possible side effects of Title I programs, i.e., what effect does participation in a program have upon achievement in other areas not the focus of the project? Finally the single project focus of previous evaluations had not allowed an assessment of overall system impact such as intensity of treatment (number of students receiving more than one program, etc.).

In the fall of 1967, a decision was made to gain data which would have additional administrative uses and which would begin to answer the questions of whether or not placement in a project was better for an individual student than keeping him in a regular program; what the side effects of programs might be; and what was the intensity of Title I treatment.

Basic changes in the approach to the assessment of Title I activities in the Milwaukee Public Schools in 1967-68, included: (1) a determination of the total effort as well as an analysis of individual programs; (2) increased emphasis on the total effect of participation in Title I upon individual students; and (3) establishment of a sample "comparison" or "control" group of students (students not engaged in any Title I activities) so that data obtained for participants and non-participants could be analyzed and compared.

In addition, an extensive effort was made to obtain basic information such as project enrollment and attrition for all students involved in any ESEA Title I activity rather than on a small sample as in the past. This year's evaluation utilized fewer teacher and principal ratings of the program. It was felt that the previous evaluations of Title I had well demonstrated staff approval of the activity and that the question no longer needed to be investigated.

At the beginning of the current school year, all Title I program proposals which had been approved for funding were reviewed by the research team. It was found that most of the programs included basic objectives which could be grouped into the following two categories:

1. Improvement in achievement - as measured by achievement tests and report card grades;

2. Improvement in attitudes and behavior - as indicated by attendance, drop-out rate, conduct marks, and student attitude scales.

THE EVALUATION MODEL

Two levels of analysis were utilized in the evaluation. The first level consisted of descriptive data collected on all students who participated in any Title I program this year. Data such as birthdate, IQ, sex, and grade level were collected on the total ESEA population, elementary and secondary, and public and non-public pupils. In addition, project involvement and reasons for withdrawal from projects were obtained.

Liaison for data collection purposes between the research department and individual schools was maintained by means of the Title I Coordinators-one in each school. This person was either the non-teaching vice-principal or principal in the elementary school or a guidance counselor at the secondary level. These persons supplied the initial identification of Title I pupils in their schools and in neighboring non-public schools. By means of a "turn-around" document updated monthly by the Title I coordinator and forwarded to the Department of Educational Research, it was possible to maintain a current record of pupil involvement in the various projects.

In order to answer the question, "What is the effect of an individual program on a child?", one must make a comparison between students in a program and students not in that program. Preferably, these treated and comparison groups should consist of randomly assigned pupils. Random assignment of pupils to these two groups was not possible in the fall of 1967; therefore, the alternative strategy of utilizing a statistical method of equating groups was employed. This technique attempts to equate two groups which are not initially randomly assigned and which may be expected to have initial differences in terms of such variables as intelligence and previous achievement.

This second level of analysis, i.e., a comparison between treated and untreated groups for each program for different grade levels, required the collection of attendance data, report card grades, standardized test results, and conduct marks for a random sample of students involved in each Title I activity and for a randomly selected comparison group. Seven elementary schools selected at random from the twenty-five participating elementary schools and the seven secondary schools in the target area eligible for Title I funded activities comprised the evaluation sample.

Appropriate objective tests were used to measure academic progress. Questionnaire and survey instruments were administered in many programs where attitude change was one of the major goals.

Statistical comparison between the treatment and comparison groups was facilitated by using the IBM 360/40 Computer System. A multiple-linear regression program with appropriate models was used to provide an analysis of covariance with IQ, conduct grades, academic grades and attendance as the covariates. This program was validated for use on the computer system by checking the results obtained on a test input deck against those results which were already known about that test deck.

In addition to usual card verification procedures, the accuracy of the cards to be used for the elementary and secondary school experimental and comparison samples was checked by drawing a sub-sample of students. The original data sheets were used to calculate an analysis of covariance, manually. An analysis of covariance was recalculated by the computer from the data cards to see if the results obtained from the original sheets were the same as those obtained from the data cards.

PROGRAMS: Descriptions and Statistics

The programs evaluated are described briefly on the pages that follow, along with general descriptive statistics as reported by building personnel concerning each separate program.

SOCIAL IMPROVEMENT

Personnel skilled in the areas of human and personal relations worked with inner city elementary and secondary school pupils on both an individual and group basis. Activities focused on common student problems related to personal relationships, attitude changes, occupational aspirations, personal cleanliness, good grooming, and common courtesy.

Total Budget $29,168.00

	Public Schools		Non-Public Schools
	Elem.	Sec.	Elem.
Reported Grade Levels of Pupils	1-8	7-12	2-8
Number of Schools	22	7	8
Total Pupil Involvement	3453	868	557
*Rank in Pupil Involvement	1st	5th	1st

Schools Involved

Elem. Public			Sec. Public	Elem. Non-Public	
Allen	LaFollette	Siefert	Kosciuszko	Holy Trinity	St. Patrick
Auer	Lee	Twelfth	Lincoln	St. Boniface	St. Stephan
Brown	Lloyd	Twentieth	North	St. Francis	Lutheran
Field	MacDowell	Twenty-first	Riverside	St. Leo	Urban Day
Fifth	McKinley	Vieau	Roosevelt	St. Michael	
Forest Home	Meinecke	Walnut	Wells		
Holmes	Ninth		West		
Kilbourn	Palmer				

*Program's rank among the elementary and secondary programs on the variable indicated. There were 10 programs operating at the elementary level and 10 programs operating at the secondary level.

Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	11.6 yr.	1st	13.3 yr.	1st
Mean IQ	88.6	3rd	102.6	1st
Sex - Boy	1749 (51%)		256 (46%)	
Girl	1704 (49%)		301 (54%)	

Pupil Loss

	Public Schools		Non-Public Schools
	Elem.	Sec.	Elem.
Dropped project - still in school	51	6	0
Dropped project - excluded from school	10	7	0
Transferred	187	15	1
Pupil Loss Rate	7.2%	3%	0.2%
*Rank in Pupil Loss	7th	5th	9th

*Program's rank among the elementary and secondary programs on the variable indicated.

SECONDARY ENGLISH LANGUAGE ART

Basic features of the program were smaller classes, a locally-designed pre and post-testing program, locally prepared instructional materials, experimental materials used on a trial basis, multi-media instructional aids, and a built-in inservice period for teachers.

Total Budget $209,786.00

	Public Schools Sec.
Reported Grade Levels of Pupils	7-12
Number of Schools	11
Total Pupil Involvement	1971
*Rank in Pupil Involvement	1st

Schools Involved

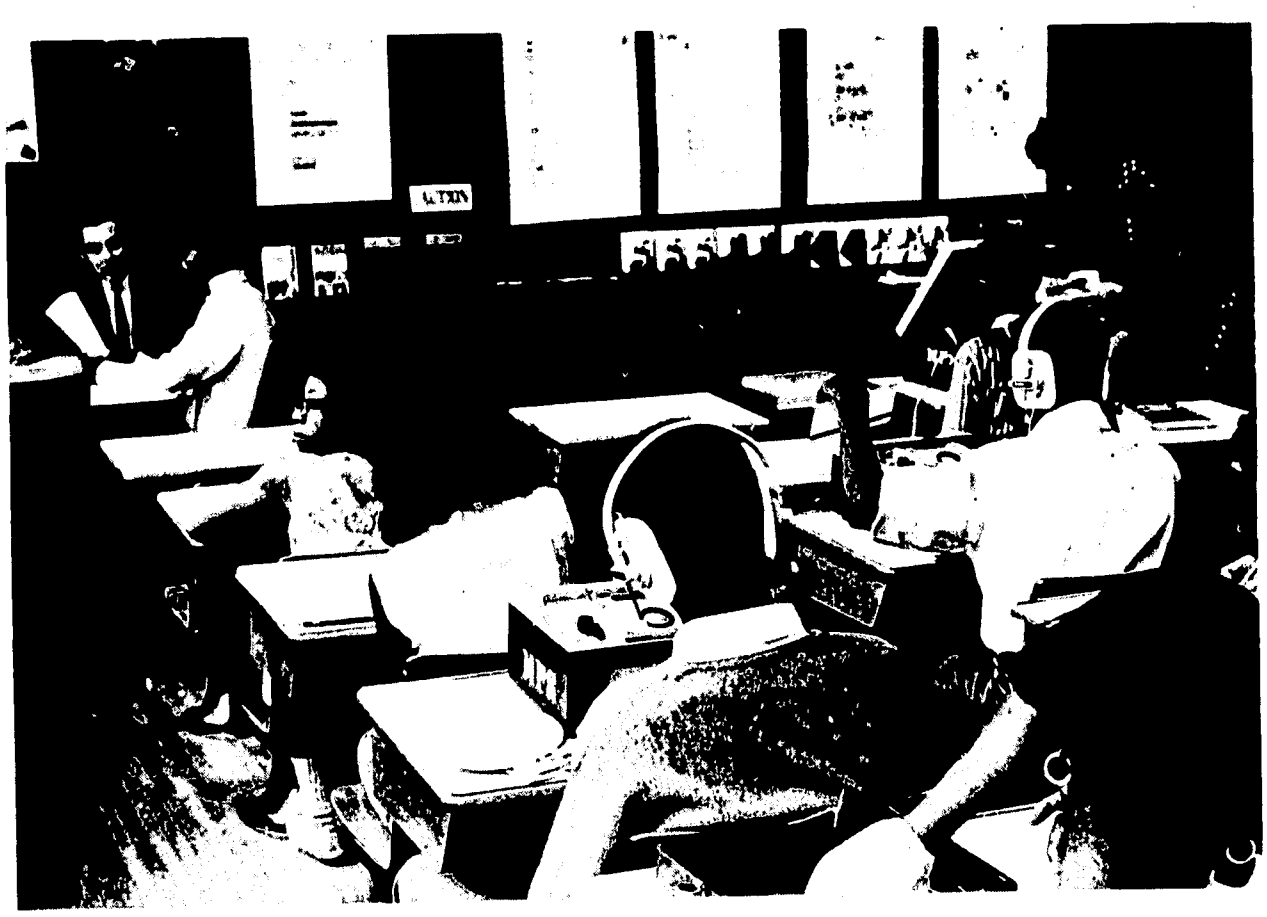
Fulton	Roosevelt
King	South
Kosciuszko	Walker
Lincoln	Wells
North	West
Riverside	

*Program's rank among the ten secondary programs on the variable indicated.

Pupil Loss

Dropped project - still in school	45
Dropped project - excluded from school	22
Transferred	34
Pupil Loss Rate	5.1%
*Rank in Pupil Loss	4th

*Program's rank among the ten secondary programs on the variable indicated.



SOCIAL WORKERS, ASSISTANTS, AND LAY AIDES

School social work services were expanded through the use of teams of social workers, assistants, and lay-aides. Under the leadership of the social workers, the teams worked to improve the self-image of disadvantaged students, change their attitudes toward themselves and toward school, improve daily attendance, and coordinate other services in the community.

Total Budget $251,356.00

	Public Schools		Non-Public Schools
	Elem.	Sec.	Elem.
Reported Grade Levels of Pupils	K-8	7-12	1-8
Number of Schools	25	7	8
**Total Pupil Involvement	888	784	297
*Rank in Pupil Involvement	3rd	6th	3rd

Schools Involved

Elem. Public			Sec. Public	Elem. Non-Public	
Allen	Hopkins	Ninth	Kosciuszko	Gesu	St. Patrick
Auer	Kilbourn	Palmer	Lincoln	Holy Trinity	St. Stephan
Brown	LaFollette	Siefert	North	St. Boniface	Lutheran
Field	Lee	Twelfth	Riverside	St. Francis	Urban Day
Fifth	Lloyd	Twentieth	Roosevelt	St. Michael	
Forest Home	MacDowell	Twenty-first	Wells		
Fourth	McKinley	Vieau	West		
Garfield	Meinecke	Walnut			
Holmes					

*Program's rank among the elementary and secondary programs on the variable indicated. There were 10 programs operating at the elementary level and 10 programs operating at the secondary level.

**See page 44.

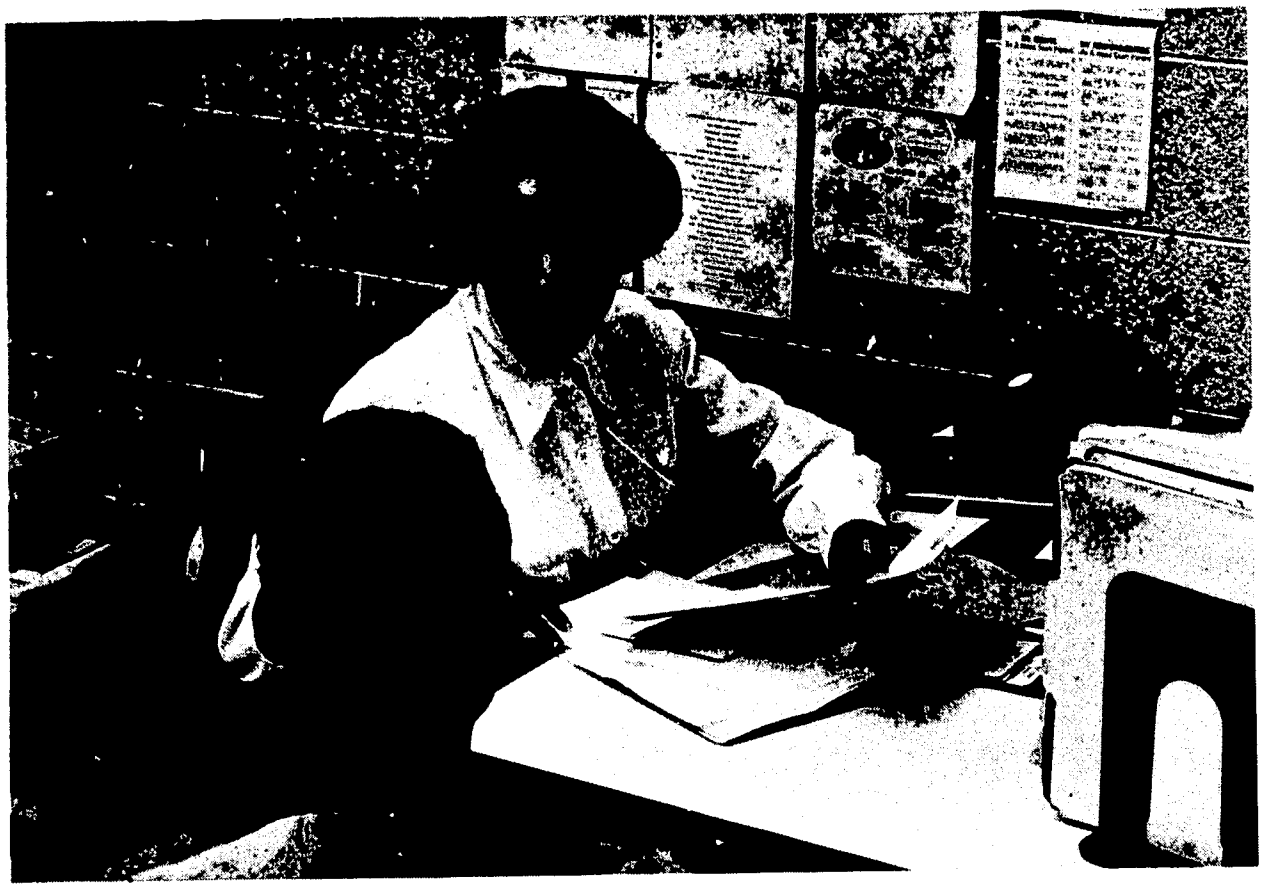
Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	9.9 yr.	5th	10.9 yr.	6th
Mean IQ	83.4	7th	100.5	2nd
Sex - Boy	478 (54%)		146 (49%)	
Girl	410 (46%)		151 (51%)	

Pupil Loss

	Public Schools Elem.	Public Schools Sec.	Non-Public Schools Elem.
Dropped project - still in school	4	1	0
Dropped project - excluded from school	6	0	0
Transferred	29	1	1
Pupil Loss Rate	4.4%	0.3%	0.3%
*Rank in Pupil Loss	9th	9th	8th

*Program's rank among the ten elementary and ten secondary programs on the variable indicated.



READING CENTERS

Remedial reading teachers worked with identified pupils having the greatest need for extra help in reading. Teachers provided daily individual and small group instruction using multi-media equipment and materials.

Total Budget $364,207.00

	Public Schools Elem.	Non-Public Schools Elem.
Reported Grade Levels of Pupils	3-8	1-8
Number of Schools	23	16
Total Pupil Involvement	1311	423
*Rank in Pupil Involvement	2nd	2nd

Schools Involved

Elem. Public

Allen	Holmes	Ninth
Auer	Hopkins	Palmer
Brown	Kilbourn	Siefert
Field	Lee	Twelfth
Fifth	Lloyd	Twentieth
Forest Home	MacDowell	Vieau
Fourth	McKinley	Walnut
Garfield	Meinecke	

Elem. Non-Public

Bethlehem	St. John's
Emmaus	St. Leo
Gesu	St. Michael
Holy Ghost	St. Patrick
Holy Trinity	St. Stephan
Nazareth	Lutheran
St. Boniface	Sharon 7th Day
St. Francis	Urban Day
St. Gall	

*Program's rank among the ten elementary programs on the variable indicated.

Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	11.3 yr.	2nd	12.3 yr.	4th
Mean IQ	89.3	1st	91.8	6th
Sex - Boy	754 (58%)		233 (55%)	
Girl	557 (42%)		190 (45%)	

Pupil Loss

	Public Schools Elem.	Non-Public Schools Elem.
Dropped project - still in school	88	42
Dropped project - excluded from school	6	10
Transferred	89	10
Pupil Loss Rate	14%	14.7%
*Rank in Pupil Loss	4th	2nd

*Program's rank among the ten elementary programs on the variable indicated.

GUIDANCE

Selected students in both public and non-public schools were referred to trained guidance specialists for intensive guidance and counseling. This service was provided to students enrolled in ESEA Title I programs in both elementary and secondary schools.

Total Budget $104,310.00

	Public Schools		Non-Public Schools
	Elem.	Sec.	Elem.
Reported Grade Levels of Pupils	K-6	7-12	1-8
Number of Schools	7	8	10
**Total Pupil Involvement	266	1198	259
*Rank in Pupil Involvement	8th	2nd	4th

Schools Involved

Elem. Public		Sec. Public		Elem. Non-Public	
Auer	Ninth	Fulton	Riverside	Bethlehem	St. Leo
Fifth	Palmer	Kosciuszko	Roosevelt	Gesu	St. Michael
Forest Home	Twelfth	Lincoln	Wells	Holy Trinity	St. Patrick
LaFollette		North	West	St. Boniface	St. Stephan
				St. Francis	Lutheran
				St. Gall	

*Program's rank among the elementary and secondary programs on the variable indicated. There were 10 programs operating at the elementary level and 10 programs operating at the secondary level.

**See page 44.

Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	10.0 yr.	4th	12.4 yr.	3rd
Mean IQ	89.1	2nd	97.2	5th
Sex - Boy	164 (62%)		162 (63%)	
Girl	102 (38%)		97 (37%)	

Pupil Loss

	Public Schools		Non-Public Schools
	Elem.	Sec.	Elem.
Dropped project - still in school	10	0	9
Dropped project - excluded from school	2	2	1
Transferred	9	4	6
Pupil Loss Rate	7.9%	0.5%	6.2%
*Rank in Pupil Loss	6th	8th	4th

*Program's rank among the elementary or secondary programs on the variable indicated.

HOME ECONOMICS AIDES

Classroom aides performed time-consuming routine tasks, thereby allowing the teacher more time to meet the special needs of the most disadvantaged pupils in the classroom. The aides lived in the school neighborhood.

Total Budget $20,002.00

	Public Schools Sec.
Reported Grade Levels of Pupils	7-12
Number of Schools	7
Total Pupil Involvement	1031
*Rank in Pupil Involvement	3rd

Schools Involved

Fulton	Roosevelt
Lincoln	Wells
North	West
Riverside	

*Program's rank among the ten secondary programs on the variable indicated.

Pupil Loss

Dropped project - still in school	6
Dropped project - excluded from school	17
Transferred	5
Pupil Loss Rate	2.7%
*Rank in Pupil Loss	6th

*Program's rank among ten secondary programs on the variable indicated.

STRENGTHENING AND REMEDIAL PROGRAM

This program provided additional help to children who were deficient in basic skills in the areas of reading, larguage and arithmetic. Special teachers served identified children individually or in small groups on a daily basis.

Total Budget $274,181.00

	Public Schools Elem.	Non-Public Schools Elem.
Reported Grade Levels of Pupils	1-6	2-3
Number of Schools	23	5
Total Pupil Involvement	869	91
*Rank in Pupil Involvement	4th	8th

Schools Involved

Elem. Public			Elem. Non-Public
Allen	Hopkins	Ninth	St. Boniface
Auer	Kilbourn	Palmer	St. Francis
Brown	LaFollette	Siefert	St. John's
Fifth	Lee	Twelfth	St. Leo
Forest Home	Lloyd	Twentieth	St. Michael
Fourth	MacDowell	Vieau	
Garfield	McKinley	Walnut	
Holmes	Meinecke		

*Program's rank among the ten elementary programs on the variable indicated.

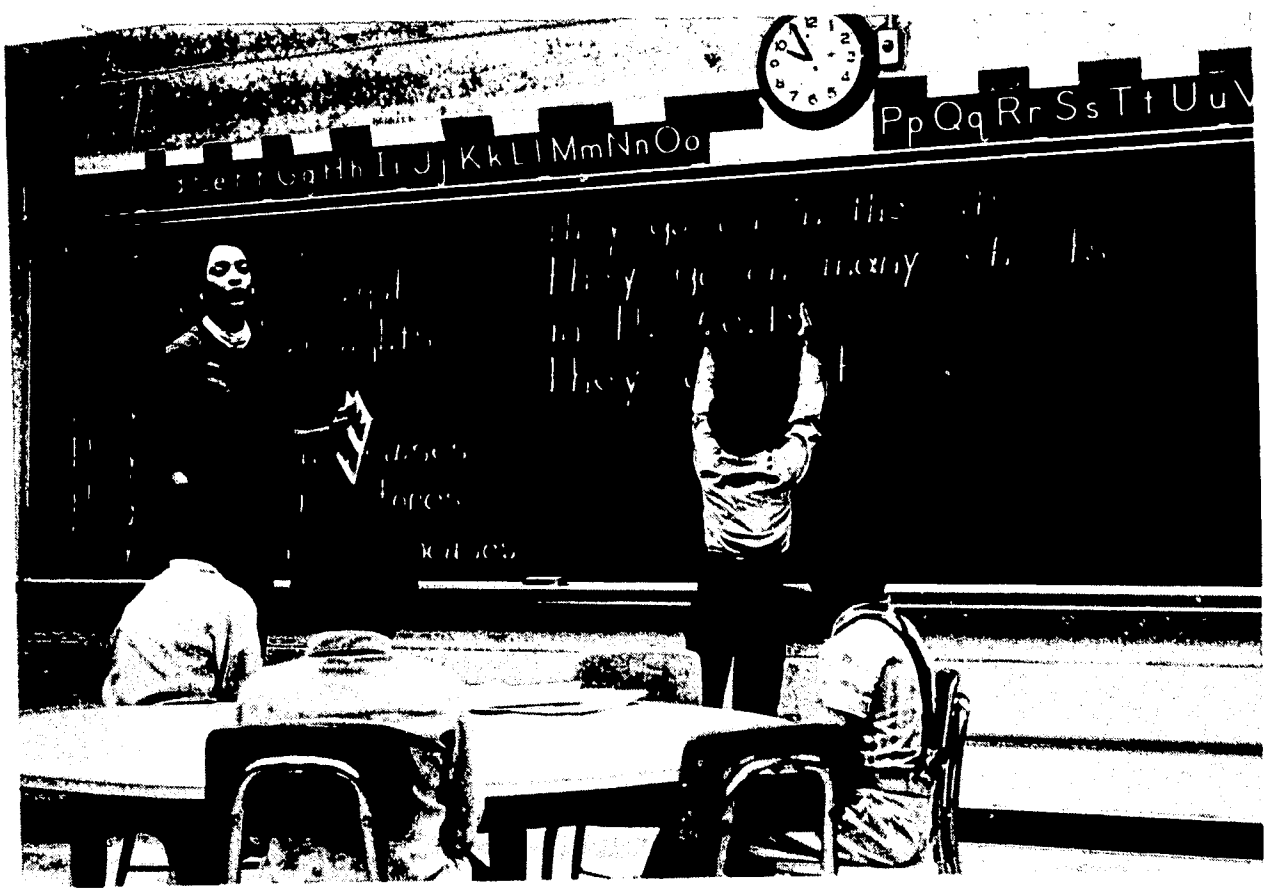
Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	9.5 yr.	9th	9.0 yr.	9th
Mean IQ	88.1	4th	97.7	4th
Sex - Boys	522 (60%)		58 (64%)	
Girls	347 (40%)		33 (36%)	

Pupil Loss

	Public Schools Elem.	Non-Public Schools Elem.
Dropped project - still in school	59	10
Dropped project - excluded from school	1	4
Transferred	63	4
Pupil Loss Rate	14.2%	19.8%
*Rank in Pupil Loss	3rd	1st

*Program's rank among the ten elementary projects on the variable indicated.



SECONDARY SCIENCE

A laboratory-oriented approach was used to teach physical science at the ninth grade level. While based on the regular ninth grade science curriculum, the traditional textbook was replaced by carefully structured lesson sheets using programmed learning techniques and a scaled-down vocabulary.

Total Budget $96,135.67

	Public Schools Sec.
Reported Grade Levels of Pupils	7-12
Number of Schools	7
Total Pupil Involvement	938
*Rank in Pupil Involvement	4th

Schools Involved

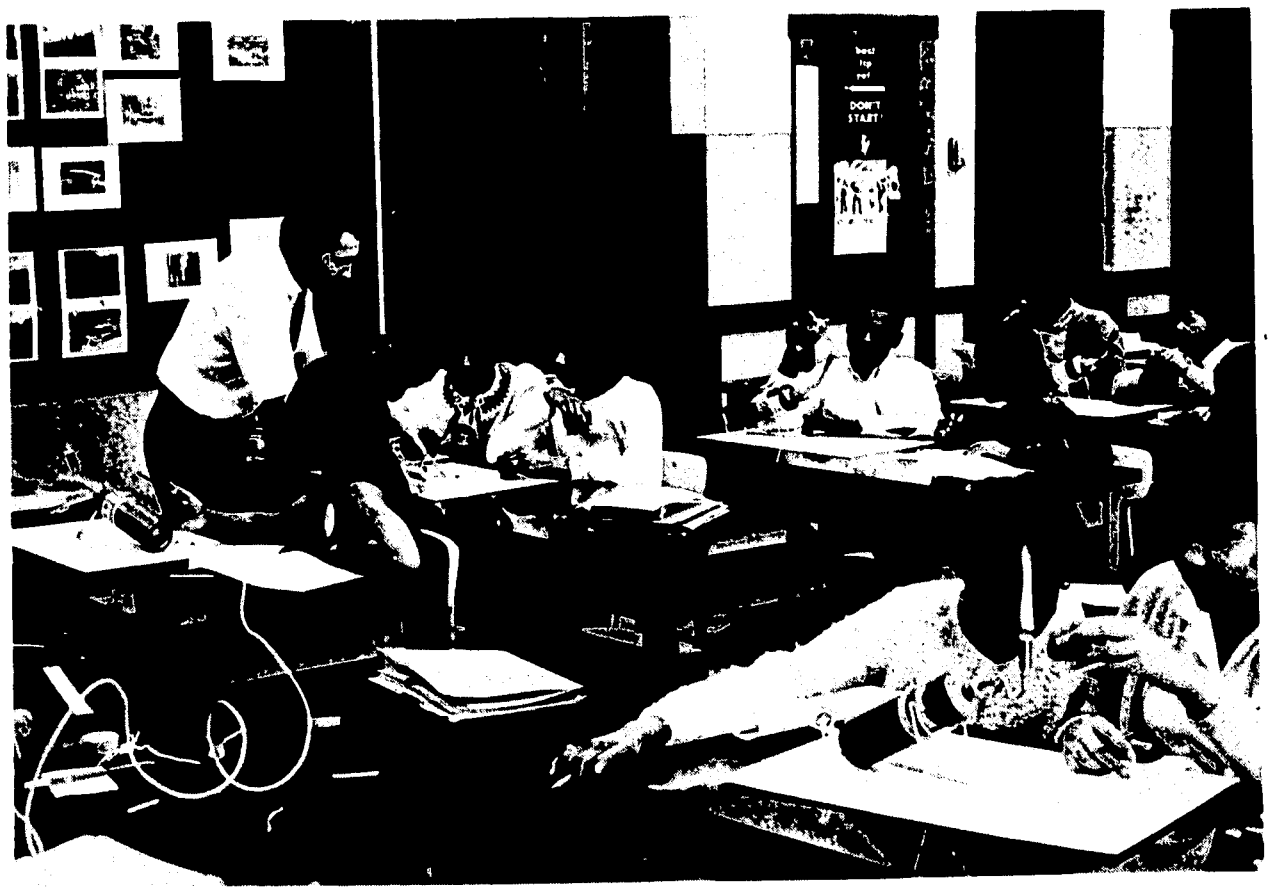
Kosciuszko	Roosevelt
Lincoln	Wells
North	West
Riverside	

*Program's rank among the ten secondary programs on the variable indicated.

Pupil Loss

Dropped project - still in school	55
Dropped project - excluded from school	12
Transferred	22
Pupil Loss Rate	9.5%
*Rank in Pupil Loss	2nd

*Program's rank among the ten secondary programs on the variable indicated.



OUTDOOR EDUCATION

Overnite camping trips and field trips to conservation areas and other resources in the metropolitan area provided a wide variety of experiences in this program which also used a mobile classroom highlighting conservation activities.

Total Budget $27,806.00

	Public Schools		Non-Public Schools
	Elem.	Sec.	Elem.
Reported Grade Levels of Pupils	K-6	8-9	1-8
Number of Schools	9	2	1
Total Pupil Involvement	567	112	164**
*Rank in Pupil Involvement	5th	10th	6th

Schools Involved

Elem. Public		Sec. Public	Elem. Non-Public
Brown	McKinley	Fulton	Urban Day
Forest Home	Meinecke	Roosevelt	
Garfield	Twelfth		
Kilbourn	Walnut		
Lee			

*Program's rank among the elementary and secondary programs on the variable indicated. There were 10 programs operating at the elementary level and 10 programs operating at the secondary level.

**See page 44.

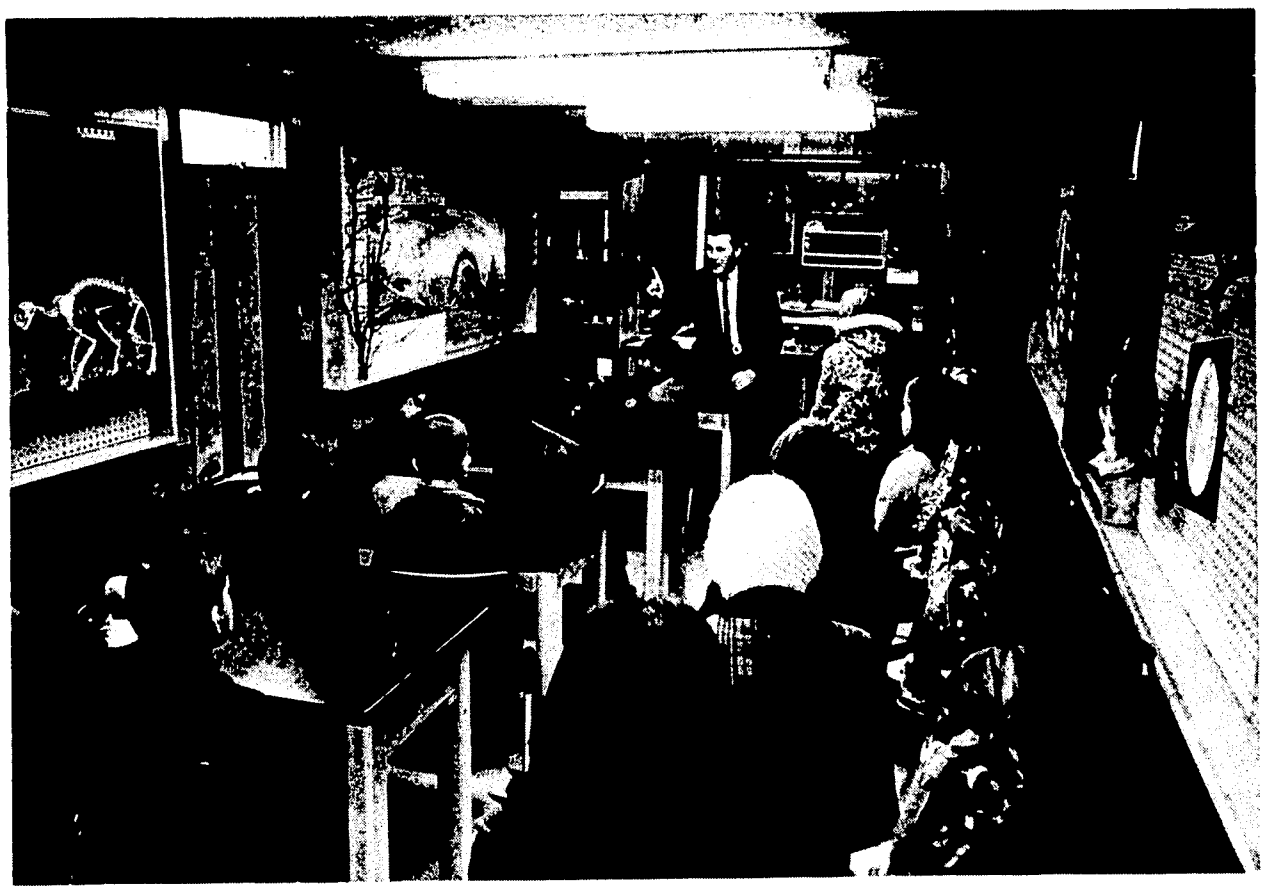
Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	9.8 yr.	6th	10.1 yr.	7th
Mean IQ	85.6	5th		
Sex - Boy	302 (53%)		77 (47%)	
Girl	265 (47%)		87 (53%)	

Pupil Loss

	Public Schools Elem.	Non-Public Schools Elem.
Dropped project - still in school	15	0
Dropped project - excluded from school	28	5
Transferred	3	5
Pupil Loss Rate	8.1%	6.1%
*Rank in Pupil Loss	5th	5th

*Program's rank among the elementary or secondary programs on the variable indicated.



INTENSIVE PSYCHOLOGICAL SERVICES

School psychologists provided individual and group therapy for children with serious learning, emotional, and behavior problems. The psychologist worked with the teacher, parents, and other specialists. The program also provided assistance to teachers in utilizing test results to improve their work in the classroom.

Total Budget $156,727.00

	Public Schools		Non-Public Schools
	Elem.	Sec.	Elem.
Reported Grade Levels of Pupils	K-8	7-12	1-8
Number of Schools	25	7	14
Total Pupil Involvement	448	135	120
*Rank in Pupil Involvement	7th	9th	7th

Schools Involved

Elem. Public			Sec. Public	Elem. Non-Public	
Allen	Hopkins	Ninth	Fulton	Bethlehem	St. Gall
Auer	Kilbourn	Palmer	Kosciuszko	Emmaus	St. Leo
Brown	LaFollette	Siefert	Lincoln	Gesu	St. Michael
Field	Lee	Twelfth	North	Holy Ghost	St. Patrick
Fifth	Lloyd	Twentieth	Roosevelt	Holy Trinity	St. Stephan
Forest Home	MacDowell	Twenty-first	Wells	Nazareth	Lutheran
Fourth	McKinley	Vieau	West	St. Boniface	Urban Day
Garfield	Meinecke	Walnut		St. Francis	
Holmes					

*Program's rank among the elementary and secondary programs on the variable indicated. There were 10 programs operating at the elementary level and 10 programs operating at the secondary level.

Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	10.7 yr.	3rd	11.5 yr.	5th
Mean IQ	81.2	9th	89.6	7th
Sex - Boy	326 (73%)		92 (77%)	
Girl	122 (27%)		28 (23%)	

Pupil Loss

	Public Schools		Non-Public Schools
	Elem.	Sec.	Elem.
Dropped project - still in school	31	1	2
Dropped project - excluded from school	5	2	0
Transferred	35	9	5
Pupil Loss Rate	15.8%	8.9%	5.8%
*Rank in Pupil Loss	2nd	3rd	6th

*Program's rank among the elementary or secondary programs on the variable indicated.

SPEECH AND LANGUAGE DEVELOPMENT

Program therapists worked with children 6-8 years of age who exhibited a lack of oral-verbal ability which may have been due to home environment, moderate hearing loss, or other causes. The therapist worked with individual pupils and small groups to increase the verbal and conceptual ability of selected pupils.

Total Budget $89,985.00

	Public Schools Elem.	Non-Public Schools Elem.
Reported Grade Levels of Pupils	1-3	1-3
Number of Schools	13	6
Total Pupil Involvement	455	181
*Rank in Pupil Involvement	6th	5th

Schools Involved

Elem. Public

Brown	Lee	Siefert
Field	Lloyd	Twentieth
Fourth	MacDowell	Vieau
Garfield	Ninth	
Holmes	Palmer	

Elem. Non-Public

Holy Trinity	St. Leo
St. Boniface	St. Michael
St. Gall	St. Patrick

*Program's rank among the ten elementary programs on the variable indicated.

Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	7.2 yr.	10th	7.7 yr.	10th
Mean IQ	84.2	6th	99.4	3rd
Sex - Boy	239 (53%)		106 (59%)	
Girl	216 (47%)		75 (41%)	

Pupil Loss

	Public Schools Elem.	Non-Public Schools Elem.
Dropped project - still in school	5	1
Dropped project - excluded from school	0	0
Transferred	16	4
Pupil Loss Rate	4.6%	2.8%
*Rank in Pupil Loss	8th	7th

*Program's rank among the ten elementary programs on the variable indicated.

SOCIAL STUDIES 7th GRADE

The grade seven phase of the program was designed to give the disadvantaged pupil greater insight into himself and his role in society. Locally developed student materials were used in a small class setting which enabled the teacher to emphasize individualized instruction. Instruction was augmented by a series of field trips, a battery of audio-visual aids, and programmed learning material.

Total Budget $115,106.00**

	Public Schools Sec.
Reported Grade Levels of Pupils	7-9
Number of Schools	6
Total Pupil Involvement	478
*Rank in Pupil Involvement	7th

Schools Involved

Fulton	Roosevelt
Kosciuszko	Walker
Lincoln	Wells

*Program's rank among the ten secondary programs on the variable indicated.

** Total budget for social studies 7th grade and 11th grade programs.

Pupil Loss

Dropped project - still in school	1
Dropped project - excluded from school	0
Transferred	8
Pupil Loss Rate	1.9%
*Rank in Pupil Loss	7th

*Program's rank among the ten secondary programs on the variable indicated.

SOCIAL STUDIES 11th GRADE

The grade eleven phase of the program provided the disadvantaged pupil with greater insight into the history of his country through a multi-media approach.

Total Budget $115,106.00**

	Public Schools Sec.
Reported Grade Levels of Pupils	10-12
Number of Schools	6
Total Pupil Involvement	477
*Rank in Pupil Involvement	8th

Schools Involved

King	Riverside
Lincoln	South
North	West

*Program's rank among the ten secondary programs on the variable indicated.

**Total budget for social studies 7th grade and 11th grade programs.

Pupil Loss

Dropped project - still in school	36
Dropped project - excluded from school	27
Transferred	10
Pupil Loss Rate	15.3%
*Rank in Pupil Loss	1st

*Program's rank among the ten secondary programs on the variable indicated.

SPECIAL EDUCATIONAL AND SERVICE CENTERS

Beginning November 15, 1967, two centers provided a process for the early identification of educational needs and problems of the disadvantaged and handicapped, and provided adequate and continuing diagnostic services in a variety of specialized fields, including speech, reading, guidance, psychological services, social work, medical services and unique special education classes.

Total Budget $324,522.00

	Public Schools Elem.	Non-Public Schools Elem.
Reported Grade Levels of Pupils	K-7	1-8
Number of Schools	16	5
Total Pupil Involvement	135	7
*Rank in Pupil Involvement	9th	10th

Schools Involved

Elem. Public

Allen	Lee	Palmer
Auer	Lloyd	Twelfth
Forest Home	MacDowell	Twentieth
Garfield	McKinley	Vieau
Hopkins	Meinecke	
Kilbourn	Ninth	

Elem. Non-Public

Holy Trinity	St. Patrick
St. Leo	Urban Day
St. Michael	

*Program's rank among the ten elementary programs on the variable indicated.

Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	9.7 yr.	7th	9.5 yr.	8th
Mean IQ	82.6	8th	88.0	8th
Sex - Boy	111 (82%)		6 (86%)	
Girl	24 (18%)		1 (14%)	

Pupil Loss

Because services were primarily diagnostic and of short duration, student loss data were not collected.

*Program's rank among the ten elementary programs on the variable indicated.

ENGLISH AS A SECOND LANGUAGE

Pupils with a foreign language as their mother tongue received special instruction in English. Teachers travelled to all schools having need in order to work with pupils and the regular classroom teachers in helping the pupils learn to communicate in English.

Total Budget $25,576.00

	Public Schools Elem.	Non-Public Schools Elem.
Reported Grade Levels of Pupils	K-6	1-8
Number of Schools	11	3
Total Pupil Involvement	35	31
*Rank in Pupil Involvement	10th	9th

Schools Involved

Elem. Public

Allen
Auer
Fifth
Forest Home
MacDowell
Ninth
Palmer
Twelfth
Twentieth
Twenty-first
Walnut

Elem. Non-Public

Holy Trinity
St. Michael
St. Stephan Lutheran

*Program's rank among the ten elementary programs on the variable indicated.

Pupil Characteristics

	Elem. Public Schools	Rank*	Elem. Non-Public	Rank*
Mean Age	9.6 yr.	8th	13.1 yr.	2nd
Mean IQ	80.9	10th	84.3	9th
Sex - Boy	23 (66%)		19 (61%)	
Girl	12 (34%)		12 (39%)	

Pupil Loss

	Public Schools Elem.	Non-Public Schools Elem.
Dropped project - still in school	0	0
Dropped project - excluded from school	4	0
Transferred	2	2
Pupil Loss Rate	17.1%	6.5%
*Rank in Pupil Loss	1st	3rd

*Program's rank among the ten elementary programs on the variable indicated.

The preceding section has presented abbreviated program descriptions and provided general descriptive statistics for each program. More specific descriptive statistics which portray the system-wide impact and the relationship between projects and between schools are presented in the following section.

DESCRIPTIVE STATISTICS

This section includes data which pertain to three categories: total ESEA Title I involvements by grade, involvements in specific Title I programs, and pupil characteristics. The format of this section is arranged sequentially from general to specific within each of the above three categories.

Total ESEA Title I Involvements by Grade

Table 1 summarizes for each grade level the number of program involvements for both public and non-public schools.

Table 1

NUMBER OF PROGRAM INVOLVEMENTS* BY GRADE

Grade	Public Schools	Non-Public Schools
K	108	0
1	729	177
2	419	222
3	1701	179
4	1439	211
5	1611	261
6	1881	310
7	1611	341
8	1574	429
9	2241	0
10	1271	0
11	1157	0
12	503	0
Special	174	0
Totals	16419	2130

*A "program involvement" in this table and in all other parts of this report is defined as one student in one program. A given student accounts for as many program involvements as the number of programs in which he is enrolled.

Table 1 indicates that the heaviest concentration of program involvement in Title I activities was in grades 3 through 11. Programs specifically designed for earlier intervention may need to be established.

The ratio of public school to non-public school Title I pupil involvement was approximately 8 to 1. Total Title I public school enrollment (approximately 28,000) and total Title I non-public school enrollment (approximately 3,530) were in the same ratio.

Involvements in Specific Title I Programs

Table 2 indicates the number of pupils participating in each Title I activity as reported by the Title I coordinators. Programs are ranked in order by size on the table.

Table 2

NUMBER OF INVOLVEMENTS BY PROGRAM

Program	School			Total
	Elementary	Secondary	Non-Public	
Social Improvement	3453	868	557	4878
Language Arts		1971		1971
Social Worker	888*	784*	297*	1969*
Reading Centers	1311		423	1734
Guidance	266	1198	259	1723
Home Economics		1031		1031
Remedial Teacher	869		91	960
Science		938		938
Outdoor Education	567*	112	164*	843*
Psychological Services	448	135	120	703
Language Development	455		181	636
Social Studies - 7		478		478
Social Studies - 11		477		477
Service Centers	135		7	142
English - 2nd Language	35		31	66
Totals	8427	7992	2130	18549

*See page 44 .

It should be noted that:

1. N's in the Social Worker program do not report students contacted during the first semester and include only a 40% sample of those contacted by social workers during the second semester of the school year.
2. Data concerning pupil involvement in the total Outdoor Education project at the elementary and non-public schools were collected only during the first semester. During the second semester data were collected only for students who went camping overnight.
3. In the Secondary Guidance program, only students seen by a counselor at least three times were counted as being involved in the program.
4. Project activity in the Psychological Services program consisted primarily of group therapy treatment as opposed to testing and diagnosis.
5. Pupil involvement in the Service Centers program was limited mainly to second semester because of late implementation of this project due to staffing problems.

While Table 2 demonstrates large differences in enrollments between projects, it should be remembered that it is not a measure of intensity of contact.

Tables 3, 4, and 5 present pupil involvement in each program at each elementary, secondary, and non-public school as reported by Title I building coordinators. Both schools and projects are rank-ordered according to number of involvements.

Schools and projects are rank-ordered (top-to-bottom and left-to-right) by total number of participants. The lack of a uniform progression from top-to-bottom or left-to-right demonstrates the variability between schools in the number of students participating in each Title I project.

Table 3

PROGRAM INVOLVEMENT BY ELEMENTARY SCHOOL

School	Soc. Imp.	Rdg. Ctr.	Soc* Wrk.	Rem. Tchr.	Out* Ed.	Lang. Dev.	Psy. Ser.	Guid- ance	Serv. Ctr.	Eng. 2-Lg.	Totals
Palmer	167	52	233	57	0	45	28	27	14	4	627
Auer	369	83	19	38	0	0	27	35	22	1	594
Brown	227	80	43	37	109	46	24	0	0	0	566
Twelfth	116	71	14	35	51	0	23	133	1	2	466
Meinecke	148	1	24	47	176	0	14	0	3	0	413
Vieau	216	52	30	38	0	46	14	0	2	0	398
Lee	186	68	3	31	50	36	17	0	2	0	393
MacDowell	189	45	62	37	0	32	12	0	1	13	391
McKinley	131	63	65	56	44	0	18	0	1	0	378
Siefert	124	72	65	52	0	42	22	0	0	0	377
Forest Home	172	70	25	34	1	0	15	40	14	1	372
Lloyd	171	70	25	33	0	30	31	0	2	0	362
Twentieth	183	79	5	34	0	15	20	0	2	1	339
Fifth	162	48	52	29	0	0	13	1	0	1	306
Kilbourn	135	1	24	40	65	0	24	0	3	0	292
Ninth	58	80	28	43	0	39	25	1	3	2	279
Allen	150	43	22	42	0	0	8	0	2	8	275
Holmes	109	80	1	33	0	30	13	0	0	0	266
Garfield	0	50	55	33	27	47	11	0	5	0	228
Field	106	57	22	0	0	31	7	0	0	0	223
LaFollette	93	0	26	36	0	0	26	29	0	0	210
Walnut	89	42	4	23	44	0	5	0	0	1	208
Twenty-first	152	0	22	0	0	0	16	0	0	1	191
Hopkins	0	50	9	36	0	0	26	0	3	0	124
Fourth	0	54	10	25	0	16	9	0	0	0	114
Other than Title I	0	0	0	0	0	0	0	0	55	0	55
Totals	3453	1311	888	869	567	455	448	266	135	35	8427

*See page 44 .

Table 4

PROGRAM INVOLVEMENT BY SECONDARY SCHOOL

School	Lang. Arts	Guid-ance	Home Ec.	Sci-ence	Soc. Imp.	Soc* Work	S.S. 7	S.S. 11	Psy. Ser.	Out. Ed.	Totals
West	147	196	383	112	316	203	0	97	28	0	1482
North	201	145	310	102	106	209	0	71	15	0	1159
Lincoln	284	49	54	113	264	148	52	76	31	0	1071
Roosevelt	197	302	97	109	50	78	72	0	7	81	993
Kosciuszko	184	355	0	116	3	103	89	0	26	0	876
Wells	177	63	12	283	125	38	84	0	6	0	788
Fulton	224	48	157	0	0	0	102	0	22	31	584
Riverside	165	40	18	103	4	5	0	70	0	0	405
South	163	0	0	0	0	0	0	120	0	0	283
Walker	163	0	0	0	0	0	79	0	0	0	242
King	66	0	0	0	0	0	0	43	0	0	109
Totals	1971	1198	1031	938	868	784	478	477	135	112	7992

*See page 44 .

Table 5

PROGRAM INVOLVEMENT BY NON-PUBLIC SCHOOL

School	Soc. Imp.	Rdg. Ctr.	Soc* Wrk.	Guid-ance	Lang. Dev.	Out* Ed.	Psy. Ser.	Rem. Tchr.	Eng. 2-Lg.	Serv. Ctrs.	Totals
Holy Trinity	83	20	165	28	21	0	4	0	24	1	346
Urban Day	74	52	4	0	0	164	36	0	0	2	332
St. Patrick	95	19	98	21	38	0	7	0	0	2	280
St. Michael	71	39	7	29	32	0	15	25	2	1	221
St. Leo	69	31	0	12	44	0	3	29	0	1	189
St. Francis	96	31	5	28	0	0	6	13	0	0	179
St. Boniface	27	38	1	40	30	0	10	12	0	0	158
St. Gall	0	29	0	72	16	0	6	0	0	0	123
St. Stephan	42	13	16	8	0	0	6	0	5	0	90
Gesu	0	27	1	17	0	0	7	0	0	0	52
St. John's	0	36	0	0	0	0	0	12	0	0	48
Bethlehem	0	26	0	4	0	0	4	0	0	0	34
Holy Ghost	0	25	0	0	0	0	7	0	0	0	32
Emmaus	0	14	0	0	0	0	6	0	0	0	20
Nazareth	0	17	0	0	0	0	3	0	0	0	20
Sharon 7th Day	0	6	0	0	0	0	0	0	0	0	6
Totals	557	423	297	259	181	164	120	91	31	7	2130

*See page 44 .

As can be seen in Table 6, the heaviest concentration of program involvement centers in the upper elementary grades in both public and non-public schools and at the 9th grade level in secondary schools.

This finding applies to the total ESEA enrollments as well as enrollments within many programs, e.g., guidance, psychological services, remedial teacher, suggesting that if earlier intervention is sought revisions in existing programs as well as the introduction of new programs in the primary grades may be useful.

Table 6

PROGRAM INVOLVEMENT BY GRADE

Grade	Soc. Imp.	Lng. Arts	Soc. Wkr.	Rdg. Ctr.	Guid-ance	Home Ec.	Rem. Tch.	Sci-ence	Out. Ed.	Psy. Ser.	Lng. Dev.	S.S. 7	S.S. 11	Ser. Ctr.	Eng. 2-Lg.
Elementary															
K	0		63	0	4		0		26	8	0			6	1
1	2		112	0	20		2		106	29	420			26	12
2	77		115	0	33		66		33	48	28			14	5
3	294		176	72	85		778		150	102	7			33	4
4	508		115	532	54		13		116	78	0			16	7
5	961		120	365	32		7		19	94	0			11	2
6	1271		93	316	38		3		75	71	0			10	4
7	160		13	10	0		0		0	5	0			4	0
8	146		8	16	0		0		0	3	0			0	0
Spec.	34		73	0	0		0		42	10	0			15	0
Totals	3453		888	1311	266		869		567	448	455			135	35
Secondary															
7	251	207	76		233	133	2	0	42			474	0		
8	85	600	154		285	92	114	31	37			3	0		
9	202	464	169		379	156	770	81	19			1	0		
10	182	425	179		122	201	48	0	19			0	95		
11	106	189	131		127	225	3	0	11			0	365		
12	42	86	75		52	224	1	0	7			0	17		
Totals	868	1971	784		1198	1031	938	112	135			478	477		
Non-Public															
1	0		39	2	3		0		31	7	92			1	2
2	1		41	7	13		44		16	10	86			3	1
3	7		35	31	19		47		17	17	3			1	2
4	14		37	88	36		0		15	17	0			1	3
5	82		36	58	42		0		22	18	0			0	3
6	107		42	81	36		0		19	21	0			0	4
7	115		42	87	49		0		21	19	0			1	7
8	231		25	69	61		0		23	11	0			0	9
Totals	557		297	423	259		91		164	120	181			7	31

Title I Pupil Characteristics

Data on five variables; i.e., age, latest group IQ, boys and girls, pupil loss, and program involvement (number of pupils in 1, in 2, in 3, in 4, or in 5 programs) were gathered on pupils in Title I activities. The following tables provide descriptive data on these variables for elementary, secondary, and non-public school pupils. IQ and age data at the secondary level although collected is not deemed reliable enough to report.

Table 7 indicates that the mean age for public elementary school participants was 10.6 years as compared to 11.4 for non-public school pupils. It should be noted that parochial elementary schools are organized on a 1-8 grade plan while only 3 of the 25 public elementary schools were 8th grade top schools. The remaining 22 were K-6.

Mean IQ for public elementary school Title I pupils was 87.6 as compared to 98.7 for non-public school Title I pupils. This indicates an important difference in the characteristics of the public school Title I children and the non-public Title I children.

More boys than girls participated in Title I activities as indicated in this table.

Approximately 5% of elementary project enrollments ended in a transfer out of the school prior to completion of the project. This includes both transfers out of the Milwaukee Public Schools and within the system. At the secondary level, 1.35% of project enrollments ended in a transfer out of the school before completion of the project.

Table 7 also indicates that most students, elementary and secondary, public and non-public, participated in only one project.

Table 7

ESEA PUPIL CHARACTERISTICS

Variable	Schools		
	Elementary	Secondary	Non-Public
Age (Mean)	10.6		11.4
IQ (Mean)	87.6		98.7
Sex - Program Students			
Boys	4668		1155
Girls	3759		975
Pupil Loss - Program Students			
Dropped program - still in school	263	151	64
Transferred to another MPS	368	52	30
Transferred out of MPS	65	56	8
Dropped - excluded from school	62	89	20
Dropped - program conflict	0	55	0
Number of pupils in:			
1 program	5479	5362	1023
2 programs	1153	1054	327
3 programs	171	167	112
4 programs	31	4	28
5 programs	1	1	1

Tables 8 and 10 present the four variables of age, IQ, sex, and pupil loss for separate programs operating at elementary schools.

Table 8

PUPIL CHARACTERISTICS WITHIN ELEMENTARY PROGRAMS

Variable	Soc. Imp.	Rdg. Ctrs.	Soc. Wkr.	Rem. Tchr.	Out. Ed.	Lang. Dev.	Psych. Ser.	Guid-ance	Serv. Ctrs.	Eng. 2-Lg.
Age (Mean)	11.6	11.3	9.9	9.5	9.8	7.2	10.7	10.0	9.7	9.6
IQ (Mean)	88.6	89.3	83.4	88.1	85.6	84.2	81.2	89.1	82.6	80.9
Sex (Program student)										
Boys	1749	754	478	522	302	239	326	164	111	23
Girls	1704	557	410	347	265	216	122	102	24	12
Pupil Loss - Program students										
Dropped Program Still in school	51	88	4	59	15	5	31	10	0	0
Transferred to another MPS	153	82	22	51	3	14	32	9	0	2
Transferred out of MPS	34	7	7	12	0	2	3	0	0	0
Dropped-excluded from school	10	6	6	1	28	0	5	2	0	4

As indicated in Table 8 the highest mean IQ was found to be in the Reading Center Program with the lowest in English as a Second Language Program. The latter may be due to the difficulties encountered in ability testing of children with a language problem. However, the mean IQ range between programs is only 8.4 points indicating a small variability.

Some programs such as Reading Center, Psychological Services, Service Centers, and English as a Second Language have such high ratios of males to females that perhaps these programs should be planned to provide for this difference. None of the programs served more girls than boys.

Table 9 presents pupil loss data by project for the secondary schools. The proportion of students dropping a program because of exclusion from school was higher at the secondary school level. Pupil loss in the secondary schools was 5.1%.

Table 9

PUPIL CHARACTERISTICS WITHIN SECONDARY PROGRAMS

Variable	Lang. Arts	Home Ec.	Science	S.S. 7	S.S. 11	Psych. Serv.	Soc. Wkr.	Guidance	Soc. Imp.
Pupil Involvements	1971	1031	938	478	477	135	784	1198	868
Pupil Loss - Program students									
Dropped Program Still in school	45	6	55	1	36	1	1	0	6
Transferred to another MPS	18	1	10	6	4	3	1	1	8
Transferred out of MPS	16	4	12	2	6	6	0	3	7
Dropped-excluded from school	22	17	12	0	27	2	0	2	7
Dropped-program conflict	15	1	23	0	15	0	0	0	1

Table 10

PUPIL CHARACTERISTICS WITHIN NON-PUBLIC SCHOOL PROGRAMS

Variable	Soc. Imp.	Rdg. Ctrs.	Soc. Wkr.	Guid-ance	Lang. Dev.	Out. Ed.	Psych. Serv.	Rem. Tchr.	Eng. 2-Lg.	Serv. Ctrs.
Age (Mean)	13.3	12.3	10.9	12.4	7.7	10.1	11.5	9.0	13.1	9.5
IQ (Mean)	102.6	91.8	100.5	97.2	99.4	N.A.	89.6	97.7	84.3	88.0
Sex (Project student)										
Boys	256	233	146	162	106	77	92	58	19	6
Girls	301	190	151	97	75	87	28	33	12	1
Pupil Loss - Program students										
Dropped Program Still in school	0	42	0	9	1	0	2	10	0	0
Transferred to Non-Public Sch.	0	7	0	5	3	5	5	3	2	0
Transferred out of Non-Public Sch.	1	3	1	1	1	0	0	1	0	0
Dropped-excluded from school	0	10	0	1	0	5	0	4	0	0

Table 10 indicates the highest mean IQ among non-public school students to be in the Social Improvement project with the lowest again in English as a Second Language program. The range of mean IQ's between programs is 14.6 points indicating a greater variability than was found in the public elementary schools. Programs having high ratios of males to females included Guidance, Language Development, Psychological Services and Service Centers. In certain non-public school programs (Social Improvement, Social Worker, and Outdoor Education) the number of girls exceeds the number of boys. This condition does not exist in any public school program.

Table 11 presents attendance data for the elementary public and non-public school programs as reported on a pupil attendance and withdrawal form.

There was apparently little variability between projects in either the public or non-public elementary schools, the ranges being 10.3 percentage points and 4.2 percentage points, respectively.

Table 11

REPORTED PROJECT ATTENDANCE

Public
Elementary Schools

	Days Scheduled	Days Present	Percent Attendance
Reading Center	63,481	56,862	89.5
Remedial Teacher	46,315	42,171	91.0
Social Improvement	24,385	22,503	92.2
Language Development	16,222	14,001	86.3
English - 2nd Language	385	372	96.6

Non-Public
Elementary Schools

	Days Scheduled	Days Present	Percent Attendance
Reading Center	17,776	16,153	90.8
Remedial Teacher	10,273	9,593	93.3
Social Improvement	4,298	4,085	95.0
Language Development	4,532	4,144	91.4
English - 2nd Language	622	588	94.5

Table 12 reports attendance by individual secondary school projects as reported on a pupil attendance and withdrawal form.

The extreme range in per cent of average attendance between projects and between schools (66.3% - 95.9%) suggests that there was both a differential effect between projects and between schools. The social disruptions of certain school neighborhoods during the school year is one factor that obviously may have contributed to these between-school results. Additionally there appeared to be differential effects of different projects at different schools.

Attendance rates below seventy-five per cent might be noted as an important element to be considered in future program planning.

Table 12

REPORTED PROJECT ATTENDANCE

Secondary Public Schools

School	Soc. Imp.	Lang. Arts	Home Ec.	Science	S.S. 7	S.S. 11
Lincoln	78.4	86.0		88.9	95.3	87.7
North	86.8	74.2	83.0	83.2		86.5
Wells	74.1	87.0		66.3	79.1	
King		79.4				83.9
Fulton		88.6			95.9	
Roosevelt		88.1		89.9	85.9	
South		86.3				88.0
Kosciuszko		85.2		87.5	85.5	
Riverside		85.9		90.1		91.4
Walker		93.8			93.8	
West	90.1	89.7	86.1	82.3		84.4

In the following section each separate program is ranked within each of the five described variables, i.e., age, IQ, sex, pupil loss, and program involvement. The ranking rationale differs among variables due to the unique nature of each variable. For example, under the sex variable category, each program is ranked according to its boy-girl ratio from most balanced ratio to most imbalanced ratio.

RANK ORDER OF ELEMENTARY SCHOOL PROGRAMS

Age (Mean)

		Years
1.	Social Improvement	11.6
2.	Reading Center	11.3
3.	Psych. Services	10.7
4.	Guidance	10.0
5.	Social Worker	9.9
6.	Outdoor Education	9.8
7.	Service Centers	9.7
8.	English - 2nd Lang.	9.6
9.	Remedial Teacher	9.5
10.	Language Dev.	7.2

IQ (Mean)

1.	Reading Center	89.3
2.	Guidance	89.1
3.	Social Improvement	88.6
4.	Remedial Teacher	88.1
5.	Outdoor Education	85.6
6.	Language Dev.	84.2
7.	Social Worker	83.4
8.	Service Centers	82.6
9.	Psych. Services	81.2
10.	English - 2nd Lang.	80.9

Sex (Boy-Girl Ratio)

From balanced to inbalanced

		%B	%G
1.	Social Improvement	51	49
2.	Language Development	52	48
3.	Outdoor Education	53	47
4.	Social Worker	54	46
5.	Reading Center	58	42
6.	Remedial Teacher	60	40
7.	Guidance	62	38
8.	English - 2nd Lang.	66	34
9.	Psych. Services	73	27
10.	Service Centers	82	18

Pupil Loss All reasons

		% Pupil Loss
1.	English - 2nd Lang	17.1
2.	Psych. Services	15.8
3.	Remedial Teacher	14.2
4.	Reading Center	14.0
5.	Outdoor Education	8.1
6.	Guidance	7.9
7.	Social Improvement	7.2
8.	Language Dev.	4.6
9.	Social Worker	4.4
10.	Service Centers	0.0

Program Involvements

1.	Social Improvement	3453
2.	Reading Centers	1311
3.	Social Worker	888
4.	Remedial Teacher	869
5.	Outdoor Education	567
6.	Language Dev.	455
7.	Psych. Services	448
8.	Guidance	266
9.	Service Centers	135
10.	English - 2nd Lang.	35

RANK ORDER OF NON-PUBLIC SCHOOL PROGRAMS

Age (Mean)

		Years
1.	Social Improvement	13.3
2.	English - 2nd Lang.	13.1
3.	Guidance	12.4
4.	Reading Centers	12.3
5.	Psych. Services	11.5
6.	Social Worker	10.9
7.	Outdoor Education	10.1
8.	Service Centers	9.5
9.	Remedial Teacher	9.0
10.	Language Development	7.7

Sex (Boy-Girl Ratio)
From Balanced to Imbalanced

		%B	%G
1.	Social Improvement	46	54
2.	Outdoor Education	47	53
3.	Social Worker	49	51
4.	Reading Centers	55	45
5.	Language Development	59	41
6.	English - 2nd Lang.	61	39
7.	Guidance	63	37
8.	Remedial Teacher	64	36
9.	Psych. Services	77	23
10.	Service Centers	86	14

IQ (Mean)

1.	Social Improvement	102.6
2.	Social Worker	100.5
3.	Language Development	99.4
4.	Remedial Teacher	97.7
5.	Guidance	97.2
6.	Reading Center	91.8
7.	Psych. Services	89.6
8.	Service Centers	88.0
9.	English - 2nd Lang.	84.3
10.	Outdoor Education	NA

Pupil Loss All Reasons

		%Pupil Loss
1.	Remedial Teacher	19.8
2.	Reading Centers	14. 7
3.	English - 2nd Lang.	6.5
4.	Guidance	6.2
5.	Outdoor Education	6.1
6.	Psych. Services	5.8
7.	Language Development	2.8
8.	Social Worker	0.3
9.	Social Improvement	0.2
10.	Service Centers	0.0

Program Involvements

1.	Social Improvement	557
2.	Reading Centers	423
3.	Social Worker	297
4.	Guidance	259
5.	Language Development	181
6.	Outdoor Education	164
7.	Psych. Services	120
8.	Remedial Teacher	91
9.	English - 2nd Lang.	31
10.	Service Centers	7

RANK ORDER OF SECONDARY SCHOOL PROGRAMS

Pupil Loss

		% Pupil Loss
1.	Social Studies 11	15.3
2.	Science 9	9.5
3.	Psychological Services	8.9
4.	English Language Arts	5.1
5.	Social Improvement	3.3
6.	Home Economics	2.7
7.	Social Studies 7	1.9
8.	Guidance	0.5
9.	Social Worker	0.3
10.	Outdoor Education	N.A.

Program Involvements

1.	English Language Arts	1971	6.	Social Worker	784
2.	Guidance	1198	7.	Social Studies 7	478
3.	Home Economics	1031	8.	Social Studies 11	477
4.	Science 9	938	9.	Psychological Services	135
5.	Social Improvement	868	10.	Outdoor Education	112

The relative position of an individual program on each variable scale should not be construed as being a positive or negative characteristic of that project. Many projects by their own description and selection criteria would necessarily fall high or low on a given variable continuum.

THE READER SHOULD BE ADVISED THAT THIS REPORT DIFFERS FROM THE USUAL EVALUATION REPORT IN THAT NUMERICAL RESULTS ARE PRESENTED ONLY WHEN THE ANALYSIS REVEALS THAT REASONABLE CONFIDENCE CAN BE PLACED IN THE MEANINGFULNESS OF THE COMPARISON PRESENTED.

IN ADDITION TO THE USUAL TESTS OF STATISTICAL SIGNIFICANCE, THIS REPORT UTILIZES A CRITERION WHICH MEASURES THE DEGREE OF COMPARABILITY BETWEEN THE TREATED AND COMPARISON GROUPS. WHEN GROUPS WERE NOT REASONABLY EQUATED, EVEN AFTER ADJUSTMENT THROUGH THE COVARIANCE TECHNIQUE; THE RESULTS OF THE ANALYSIS ARE NOT PRESENTED (A DASH APPEARS IN THE REPORT AT THESE PLACES). THE CRITERION USED TO DETERMINE WHETHER GROUPS WERE REASONABLY EQUATED IS MORE STRINGENT THAN USUALLY UTILIZED.

THE CORRELATION BETWEEN THE CRITERION AND ALL OTHER KNOWLEDGE CONCERNING THE STUDENT HAD TO BE IN EXCESS OF .70. TYPICAL CORRELATIONS BETWEEN SINGLE ADJUSTING VARIABLES SUCH AS IQ AND CRITERION SCORES SUCH AS READING ACHIEVEMENT ARE TYPICALLY FOUND TO BE APPROXIMATELY .50 IN EDUCATION RESEARCH.

THE FOLLOWING TABLES DEPICT THE EFFECT OF THIS CONSERVATIVE TREATMENT OF DATA. TABLE A SHOWS THE USUAL PRESENTATION OF SUCH DATA AND INCLUDES A NUMBER OF COMPARISONS IN WHICH STATISTICALLY SIGNIFICANT DIFFERENCES ARE INDICATED. HOWEVER, FURTHER ANALYSIS OF THIS DATA REVEALED THAT MANY OF THE GROUPS BEING COMPARED WERE NOT EQUIVALENT GROUPS. TABLE B (THE TYPE PRESENTED IN THIS REPORT) THEREFORE ELIMINATES (WITH DASHES) THOSE COMPARISONS WHICH SHOULD NOT BE MADE BECAUSE THE GROUPS ARE NOT EQUIVALENT.

THE WRITERS OF THIS REPORT FEEL THAT IS IS WISER TO BE SOMEWHAT CONSERVATIVE IN THE INFERENTIAL SECTION.

TABLE A

PROGRAM "A"

TOTAL SAMPLE N = 218 (EXPERIMENTAL = 131, COMPARISON = 87)

ADJUSTED MEANS

REPORT CARD GRADES

GRADE	N		RDG.		LANG.		ARITH.		S.S.		SCIENCE		ART		MUSIC	
	X	C	X	C	X	C	X	C	X	C	X	C	X	C	X	C
4	37	32	3.4	3.2	2.4	2.4	2.9	3.1	2.6	2.3	3.2	3.2	3.2	3.1	3.6	3.7
5	50	29	2.9	3.3*	1.8	2.4***	1.3	1.7*	2.6	3.0*	2.6	3.1**	3.3	3.3	3.3	3.4
6	44	26	3.6	3.7	3.2	3.4	2.8	2.8	2.8	3.2	2.6	2.8	3.6	3.6	4.0*	3.7

*p <.05, **p < .01, ***p <.001; (—) RESULTS LESS THAN INTERPRETATION REQUIREMENTS

TABLE B

PROGRAM "A"

REPORT CARD GRADES

GRADE	N		RDG.		LANG.		ARITH.		S.S.		SCIENCE		ART		MUSIC	
	X	C	X	C	X	C	X	C	X	C	X	C	X	C	X	C
4	37	32	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5	50	29	2.9	3.3*	1.8	2.4***	1.3	1.7*	—	—	—	—	—	—	—	—
6	44	26	—	—	3.2	3.4	—	—	—	—	—	—	—	—	—	—

*p<.05, **p<.01, ***p<.001; (—) RESULTS LESS THAN INTERPRETATION REQUIREMENTS

INFERENTIAL STATISTICS

Model for Inferential Analysis

The second level of analysis utilized in the evaluation of Title I activities consisted of a comparison between treated and comparison groups for each program at each grade level.

This analysis attempted to answer the question, "Did participation in a given Title I program result in better achievement, attitude, etc. than would have been obtained if the student had remained in his regular program?"

As stated before statistical comparison was facilitated using the IBM 360/40 Computer System. A multiple - linear regression program was used to provide an analysis of covariance with (depending upon project) IQ, report card grades, conduct marks, school attendance, and cumulative grade point average, as covariates (variables upon which the treated and comparison groups were equated). As many as 13 adjusting variables (the covariates) were used in some analyses in the attempt to equate the two groups.

A single primary criterion variable was selected for each project. This primary criterion was a quantitative measure of the main goal of the program. Appropriate objective tests were used to measure academic progress where applicable. Questionnaire and survey instruments were administered in programs where attitude change was one of the main goals.

Additional criterion variables such as attendance, conduct grades, and report card grades for the spring semester 1968, were also used for each program where applicable.

Elementary Evaluation Sample Selection: Seven of the 25 elementary schools in the target area were randomly selected. Within these schools a random sample of Title I participants, stratified by grade level and project, comprised the evaluation sample of the treatment group. A comparison group was randomly selected from the same schools stratified by grade level. This group was made up of pupils who did not participate in any Title I activity. The size of the largest treatment sample at each grade level controlled the size of the comparison sample. A minimum number of 30 pupils per grade level per project was established although pupil loss later reduced this to 26 in one grade and 29 in two grades.

Secondary Evaluation Sample Selection: Seven hundred nine students were selected randomly from seven secondary Title I schools in a manner which reflected each school's total population and the number of students at each grade level within each school. These students comprised the comparison evaluation sample of students not in any Title I program at the time of sampling. The size of this comparison sample established the size of the treatment sample at each grade level for each project for each school.

For both elementary and secondary levels it should be noted that each comparison student served as a comparison for several programs and the size of the comparison group therefore could be less than the size of the total treatment group.

Table 13 indicates the actual treatment and comparison sample size by grade level. Variations between the sizes of the two samples were due to the utilization of a comparison pupil for several programs as well as due to pupil loss, transfer of pupils from non-treatment to treatment population after the samples were drawn, and/or absences on the day of testing.

Table 13

TOTAL TREATMENT AND COMPARISON
SAMPLE SIZE BY GRADE LEVEL

Grade	Total Treatment Sample	Comparison Sample
1	64	35
2	125	29
3	160	36
4	97	30
5	160	29
6	164	26
9-10-11-12	392	284

RESULTS BY PROGRAM

The following tables indicate:

(1) the mean criterion scores, adjusted for preexisting differences, for a given program's treatment and comparison group samples.

(2) with an asterisk, those instances in which the obtained differences would have occurred by chance less than five times in 100, with additional asterisks indicating greater significance of the obtained differences.

(3) the number of students in the evaluation sample (treatment and comparison) for that project.

Raw scores on all criterion measures were used in the analysis. Conduct grades were assigned point values of 3-2-1 (from high to low) and report card grades were weighted 5 for A, 4 for B, 3 for C, 2 for D, and 1 for U. The maximum number of days present was 92. The only report card grade given below grade 4 in the ungraded primary school is an indication of the reading level, L1-L12.

Limitations of Interpretation

Certain limitations must be attached to interpretations of the analyses in this report.

The statistical technique, utilized in equating the groups, demands that there be sufficient correlation between the adjusting variables and the criterion scores. In order to provide uniform interpretation throughout this report, a situation in which 50% of the variance had been accounted for by the correlation between premeasures and the criterion scores was utilized as a minimum situation allowing interpretation. In making the determination whether or not the analysis should receive serious consideration, only those situations where 50% of the variance had been accounted for were considered.

In situations where less than 50% of the variance was accounted for, the initial differences between treated and comparison groups had not been equated. In addition, when sample sizes were below 25, meaningful inferences could not be made. Both of these conditions are reflected in the tables that follow and are represented by dashes (---) for each adjusted mean score obtained.

For this reason the tables include only those comparisons in which the treatment and comparison groups had been reasonably equated as indicated above, and when sample sizes were above 25.

A supplemental statistical report which provides the data in all analyses will be made available to those requesting it.

Because of varying conditions surrounding the analysis of individual programs, comparisons between programs should not be made in terms of whether one program is superior to another when, for example, negative or positive results are found in one program and non-significant differences found in another. These conditions may result from an inability to equate treated and comparison groups in one program resulting in non-significant differences. Whereas, in another program the ability to equate the groups may have been possible. Any comparisons made between such programs would, in fact, be a comparison of the ability or inability to adjust for preexisting differences between programs and not a comparison of the effectiveness of treatment for any given program.

Finally, it should be remembered that comparisons which result in no significant differences between treatment and comparison groups do not necessarily mean that no real differences exist between the groups. Rather this condition may be a result simply of an inability to detect differences that do exist either because the instruments used were not sensitive enough or because extreme variability within the groups prevented statistical significance being demonstrated.

These tables are presented in two sections. The first section summarizes the inferential statistics for elementary school programs and the second section for secondary school programs.

READING CENTER PROGRAM

The primary criterion for the Reading Center Program was the Metropolitan Reading Test, Form A, Elementary and Intermediate Levels. Raw scores were adjusted for initial difference in IQ, all academic report card grades, school attendance, and conduct marks for the spring semester 1967. Students in the Reading Center Program showed no significant differences in comparison with students not in reading centers on the Metropolitan Reading Test. Reading center pupils had significantly lower final report card reading grades, spring semester, 1968, at the fifth grade level only.

The data indicate other significant differences in favor of the comparison group on the following variables at the fifth grade level: (a) healthful living, (b) work habits and attitudes, (c) language report card grades, (d) arithmetic report card grades, and (e) attendance. This raises the question as to whether or not time spent in the reading center may detract from achievement in other areas at the fifth grade level.

Table 14

READING CENTER PROGRAM

Total Sample N = 218, Treatment (X) - 131, Comparison (C) - 87

Adjusted Means

Grade	N		Primary Criterion		Conduct Grade						Attendance	
			Metropolitan Reading Test		Healthful Living		Personal Development		Work Habits & Attitudes		Days Present	
	X	C	X	C	X	C	X	C	X	C	X	C
4	37	32	---	---	---	---	---	---	---	---	87.5	86.8
5	50	29	21.3	21.8	2.8	3.0*	2.3	2.6	2.1	2.4**	87.3	90.4*
6	44	26	16.9	17.7	---	---	---	---	---	---	85.2	86.8

Report Card Grade

Grade	Rdg.		Lang.		Arith.		S.S.		Science		Art		Music		Phy. Ed.	
	X	C	X	C	X	C	X	C	X	C	X	C	X	C	X	C
4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
5	2.9	3.3*	1.8	2.4***	1.3	1.7*	---	---	---	---	---	---	---	---	---	---
6	---	---	3.2	3.4	---	---	---	---	---	---	---	---	---	---	---	---

*p < .05, **p < .01, ***p < .001; (---) results less than interpretation requirements

REMEDIAL TEACHER PROGRAM

The primary criterion for the Remedial Teacher Program was the Metropolitan Reading Test, Form A, Elementary level. When adjusted for initial differences in IQ, reading level, and school attendance, the students in the Remedial Teacher Program were found to be non-significantly different from those not receiving the Remedial Teacher Program in achievement as measured by the Metropolitan Reading Test and the teacher's rating of reading level on report card grades. However, they were found to attend school significantly more often. Therefore, the project's effects on academic achievement appear to be less than its effects upon attendance. Conceivably the Remedial Teacher Program may be useful for another group of students, i.e., students for whom attendance is a problem.

Table 15

REMEDIAL TEACHER PROGRAM

Total Sample N = 87, Treatment (X) - 49, Comparison (C) - 38

Adjusted Means

Grade	N		Primary Criterion		Attendance		Report Card Grade	
			Metropolitan Reading Test		Days Present		Reading Level	
	X	C	X	C	X	C	X	C
3	49	38	---	---	87.1***	84.9	---	---

*** $p < .001$; (---) results less than interpretation requirements

LANGUAGE DEVELOPMENT PROGRAM

The primary criterion for the Language Development Program was the Ammons Quick Test, Forms 1 and 3. When adjusted for initial differences in IQ and previous attendance, no significant differences were found between the treatment and comparison groups in achievement or attendance as measured by the Ammons Quick Test, by the teacher's rating of reading level, and by the number of school days attended.

Because this program's population included only first grade students, preexisting reading levels were not available to be used as adjusters. As can be noted in Table 16 the correlations between pre measures and the criteria were not high enough in this program to warrant interpretation of the adjusted means. This indicates that previous attendance and IQ account for less than 50% of the variance among such pupils. Neither IQ nor attendance was used as a selection factor for this project. These results support this decision.

Table 16

LANGUAGE DEVELOPMENT PROGRAM

Total Sample N = 61, Treatment (X) - 29, Comparison (C) - 32

Adjusted Means

Grade	N		Primary Criterion Ammons Quick-Test		Attendance Days Present		Report Card Grade Reading Level	
	X	C	X	C	X	C	X	C
1	29	32	---	---	---	---	---	---

(---) results less than interpretation requirements

PSYCHOLOGICAL SERVICES PROGRAM

The primary criterion measure for the Psychological Services Program was an attitude scale designed to measure a pupil's self-concept and attitude toward school. When adjusted for initial differences in IQ, reading level, and school attendance at the primary grade level or adjusted for IQ, all academic report card grades, school attendance and conduct grades at the intermediate grade levels, the students receiving psychological services showed no significant differences on the attitude scale in comparison with students not receiving psychological services.

The results which are included in Table 17 show no significant differences on any criterion measure between treated and comparison groups in this program. This may be interpreted either as evidence of having raised students to the level of other students or as an inability to raise the level of functioning of these students. Only the collection of more data and greater control can determine a solution to this question.

Table 17

PSYCHOLOGICAL SERVICES PROGRAM

Total Sample N = 368, Experimental (X) - 178, Comparison (C) - 190

Adjusted Means

Grade	N		Primary Criterion		Conduct Grade						Attendance	
			Attitude toward School, Self Scale		Healthful Living		Personal Dev.		Work Habits & Attitudes		Days Present	
	X	C	X	C	X	C	X	C	X	C	X	C
1	5	40	---	---							---	---
2	37	29	---	---							---	---
3	29	36	---	---							86.8	84.7
4	31	30	--	---	---	---	---	---	---	---	---	---
5	34	29	---	---	---	---	2.2	2.5	2.8	3.0	---	---
6	42	26	---	---	---	---	---	---	---	---	---	---

Grade	REPORT CARD GRADE															
	Rdg.		Lang.		Arith.		S.S.		Science		Art		Music		Phy. Ed.	
	X	C	X	C	X	C	X	C	X	C	X	C	X	C	X	C
	Level															
1	---	---														
2	---	---														
3	---	---														
	Grade															
4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
5	2.2	2.2	2.0	2.3	2.6	2.6	2.3	2.4	2.4	2.3	---	---	---	---	---	---
6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(---) results less than interpretation requirements

SOCIAL WORKER PROGRAM

The primary criterion measure for the Social Worker-Lay Aide program was an attitude scale designed to measure attitude toward school and pupil self-image. When means were adjusted for initial differences in IQ, reading level, and school attendance at the primary grade level or when adjusted for all academic report grades, IQ, school attendance, and conduct grades at the intermediate grade levels, the students receiving social work services showed no significant differences in achievement in comparison with students not receiving social work services.

The lack of significant differences between the treatment and comparison groups in the analyses for all grades and on all criteria may be interpreted either as evidence of having raised students to the level of other students or an inability to raise the level of functioning of these students. Only the collection of more data and greater control can determine a solution to this question.

Table 18

SOCIAL WORKER PROGRAM

Total Sample N = 356, Experimental (X) - 171, Comparison (C) - 185

Adjusted Means

Grade	N		Primary Criterion		Conduct Grade						Attendance	
			Attitude to-Ward School, Self Scale		Healthful Living		Personal Dev.		Work Habits & Attitudes		Days Present	
	X	C	X	C	X	C	X	C	X	C	X	C
1	25	35	---	---							---	---
2	35	29	---	---							83.9	85.6
3	32	36	---	---							85.0	85.0
4	10	30	---	---	---	---	---	---	---	---	---	---
5	38	29	---	---	---	---	---	---	---	---	---	---
6	31	26	---	---	---	---	---	---	---	---	---	---

Report Card Grade

Grade	Rdg.		Lang.		Arith.		S.S.		Science		Art		Music		Phy. Ed.	
	X	C	X	C	X	C	X	C	X	C	X	C	X	C	X	C
1	---	---														
2	---	---														
3	---	---														
4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
5	---	---	3.5	3.8	3.1	3.1	3.1	3.2	3.6	3.6	---	---	---	---	---	---
6	---	---	---	---	2.6	3.0	---	---	---	---	---	---	3.4	3.4	---	---

(---) results less than interpretation requirements

GUIDANCE PROGRAM

The primary criterion measured in the Guidance Program was an attitude scale designed to measure attitudes toward self and school. When these means were adjusted for initial differences in IQ, reading level, and school attendance at individual primary grade levels and when adjusted for all academic report card grades, IQ, school attendance and conduct grades at separate intermediate grade levels, the students receiving guidance services showed no significant differences in comparison with students not receiving guidance services. Small treatment sample sizes prohibited making meaningful interpretations on the basis of individual grade levels.

Sample groups were then combined into primary and intermediate grade levels and their means were adjusted for initial differences on previous school attendance only. The results indicated that both primary and intermediate pupils receiving guidance services showed no significant differences on any criterion variables in comparison with pupils not receiving guidance services.

Table 19

GUIDANCE PROGRAM

Total Sample N = 204, Treatment (X) - 102, Comparison (C) - 102

Adjusted Mean

Grade	N		Primary Criterion		Conduct Grade						Attendance	
			Attitude toward School, Self Scale		Healthful Living		Personal Dev.		Work Habits & Attitude		Days Present	
	X	C	X	C	X	C	X	C	X	C	X	C
1-2-3	46	46	---	---							---	---
4-5-6	56	56	---	---	---	---	---	---	---	---	---	---

Report Card Grade

Grade	Rdg.		Lang.		Arith.		S.S.		Science		Art		Music		Phy. Ed.	
	X	C	X	C	X	C	X	C	X	C	X	C	X	C	X	C
1-2-3	Level ---	---														
4-5-6	Grade ---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

SOCIAL IMPROVEMENT PROGRAM

The primary criterion measure for the Social Improvement Program was also a scale designed to measure pupil self-image and attitude toward school. When means were adjusted for initial differences, no significant differences appear in behavior or achievement between the experimental group and the comparison group.

This program involved almost five thousand pupils, served by six social improvement teachers at thirty-seven public and non-public schools. Due to the extent of the student involvement and the limited number of staff, the intensity of treatment for each student or class necessarily had to be minimal. One might question the appropriateness of the criteria used to evaluate the objectives of the program and suggest the use of more subjective criteria instruments that are more appropriate for this program's evaluation but which are considerably more difficult to quantify and analyze statistically.

Table 20

SOCIAL IMPROVEMENT PROGRAM

Total Sample N = 298 Experimental (X) - 113, Comparison (C) - 185

Adjusted Means

Grade	N		Primary Criterion		Conduct Grade						Attendance	
			Attitude toward School, Self Scale		Healthful Living		Personal Dev.		Work Habits & Attitude		Days Present	
	X	C	X	C	X	C	X	C	X	C	X	C
1	0	35										
2	12	29	---	---							---	---
3	31	36	---	---							---	---
4	6	30	---	---	---	---	---	---	---	---	---	---
5	27	29	---	---	---	---	---	---	2.8	3.0	---	---
6	37	26	---	---	---	---	---	---	---	---	---	---

Report Card Grade

Grade	Rdg.		Lang.		Arith.		S.S.		Science		Art		Music		Phy. Ed.	
	X	C	X	C	X	C	X	C	X	C	X	C	X	C	X	C
	Level															
1																
2	---	---														
3	---	---														
	Grade															
4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
5	3.5	3.2	4.0	4.0	3.9	3.6	---	---	---	---	---	---	---	---	---	---
6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(---) results less than interpretation requirements

SUMMARY OF ELEMENTARY INFERENTIAL SECTION

To answer the question, "Did participation in a given Title I program result in better achievement, attitude or behavior?", the 1967-68 Milwaukee Public School's Title I evaluation effort attempted to determine the effects of Title I involvement by comparing a treatment sample to a comparison sample.

An analysis of covariance model was used to adjust criteria measures for as many as thirteen variables that might account for preexisting differences between groups, by project, and within grade levels.

The elementary sample consisted of 770 treated pupils and 185 comparison pupils.

Statistical analyses of data collected on treatment and comparison samples in most Title I projects indicate that less than 50% of the differences between these groups can be accounted for by participation in these special activities, or by the traditional variables of IQ, previous report card grades, attendance or conduct grades whether considered individually or in combination.

In general, with the "hardest" data available at the present time it has not been possible to determine that Title I activities are more effective than the regular program. At least one analysis raises the question of whether or not the program may detract from achievement in other areas. The implication here is that a student's total program rather than one area of need must be considered in scheduling. Scheduling of Title I programs must be more closely scrutinized. Time spent in one program may mean that the child loses instruction in another area unless he is scheduled carefully.

With more rigid controls, it may be possible to expect to draw more definitive conclusions from future analyses. It appears that the important variables in school learning in Title I schools are not IQ, previous report card and conduct grades or attendance. Therefore, concentrated efforts

need to be exerted to determine which variables are important as related to school learning. Motivation and teacher variables for success in the school situation may be two of these important constructs for which valid measures are not available. Measures of such additional variables will perhaps give us an increased understanding of the important forces which contribute to the success of a program.

SECONDARY INFERENTIAL SECTION

The secondary school inferential analysis utilized previous cumulative grade point average as an adjusting variable to adjust for pre-existing differences between the treatment and comparison groups. This variable which was available for students in grades 9-12 was used as the adjusting variable for criterion data obtained for all secondary programs involving these grade levels.

Except for one analysis (English grade in the Social Worker Program), the previous cumulative grade point average was unable to equate the treatment and comparison groups for even as much as 50% of their variability (See section on Limitations of Interpretations). This condition indicates that report card grades which students achieved previously are not the major factor in their achievement in any given year or for any of the variables which were measured in the different programs, e.g., attitude towards academic area, attendance in school, and attitude towards school.

This finding, while making evaluation difficult, may be a hopeful situation. It suggests that students who have demonstrated relatively poor academic performance as revealed by their report card grades may still be considered to be capable of achieving success academically, attitudinally and behaviorally. This finding does, however, demonstrate the need for the collection of much more data in a highly controlled fashion if the effects of Title I programs are ever to be fully understood or known in an objective manner.*

*Although analyses were made for all programs, tables have not been included in this report in order to avoid possible misinterpretations. Tables for specific programs will be made available to interested parties upon request.

The one area in which reasonable adjustments between the treatment and comparison groups were obtained, through the use of the previous cumulative grade point average as the adjusting variable and in which a statistically significant difference between the groups was found, was in the Social Worker Program. Those students involved in the program received significantly lower ($p < .05$) English grades than those students not in the Social Worker Program.

In addition to these findings, when comparing the treated and comparison samples, the secondary inferential analysis yielded information concerning characteristics of the secondary Title I population. This information was in the form of mean scores on various criterion variables such as report card grades in the project area, school attendance, attitude towards school, and attitude towards academic area. This information is reported not for the purpose of demonstrating the effectiveness or ineffectiveness of programs but for the purpose of adding greater depth to the description of the program.

For randomly drawn samples of the treated and comparison groups, Table 21 presents the actual mean grades given to students in three subject areas by program teachers and non-program teachers. Table 21 also includes the actual means obtained by these same students on their subject's primary criterion measure.

Table 21

ACTUAL MEANS OF REPORT CARD GRADES AND PRIMARY CRITERION MEASURES FOR SECONDARY SCHOOL SAMPLES

Subject	Actual Mean Report Card Grades in Project Area of Students in Samples (a)		Actual Mean Score on Primary Criterion of Students in Samples (b)	
	Treatment	Comparison	Treatment	Comparison
Science 9	2.5	2.1	12.8**	10.4
Soc. Studies 11	1.5	1.9	11.9	11.4
Sec. English	1.9	1.6	11.3	14.6**
Guidance			34.0*	31.1
Soc. Improvement			33.8*	31.1

*$p < .05$, **$p < .01$

(a) Four point basis; A=4.0, B=3.0, C=2.0, D=1.0, and F=0.0

(b) Primary criterion for English classes was the Metropolitan Reading Test, Form A-M, Advanced and H. S. level. Primary criterion for science and social studies classes was an attitude to subject area survey. Primary criterion for guidance and social improvement programs was an attitude to school survey.

Criteria were not met which allow statements concerning whether or not students in Title I secondary English, 9th grade science, or 11th grade social studies did better than they would have if they had not been in these Title I programs. However, Table 21 indicates that for the samples drawn there appeared to be greater consistency between students' subject report card grades and the primary criterion measure for the science sample than for either of the other subject areas, i.e., the science treatment group's report card grades paralleled the primary criterion score to a greater extent than did other programs.

Table 21 further indicates that in the programs listed (except Social Studies-11th grade), the differences between the treated and comparison samples on the primary criterion were significant.

These statements and Table 21 illustrate the significant differences between a sample of ESEA students and a comparison sample. They do not imply causality for these differences. Only through more rigid controls can such analyses be made.

STUDENT NEEDS

In addition to a description of the characteristics of Title I students and programs and the effect of these programs upon these students, the 1967-68 evaluation of Title I attempted to make an assessment of the needs of students in Title I schools. In February, 1968, a Student Needs Survey was conducted on a representative sample of students attending Title I target area schools in Milwaukee. The primary purpose of this study was to collect data on teachers' perceptions of the most common student needs. It was planned that these data would aid in the planning of Title I programs for the 1968-69 school year, would be a part of the evaluation of the current year's programs, and would be of value to curriculum supervisors and administrators at the local level.

Twenty-two educational, social, psychological, and emotional areas in which children may have the greatest need were identified by members of the research staff and supervisory personnel in the central office.

In addition, spaces were provided for teachers to list areas of need that were not included on the identified list. The complete list consisted of:

1. Reading
2. Oral Expression
3. Arithmetic
4. Improving Self-Concept
5. Physical Health
6. Attendance
7. Discipline
8. Work-Study Habits
9. Science Achievement
10. Social Studies
11. Tardiness
12. Motivation to Achieve
13. Parental Involvement
14. Emotional Stability
15. Respect for Authority
16. Vocational Awareness & Expectations
17. Attitude towards School
18. Written Language
19. Out-of-School Environment Stimulation
20. Responsibility
21. Concept Development
22. Social Skills

23-25. Free Responses

These needs were printed on IBM cards for data collection. One such card was prepared for each student in the sample in elementary schools and one card was prepared for each course in which students in the secondary sample were enrolled. A card was also prepared for use by each secondary

student's homeroom teacher. Student identification on the cards included name, school attended, sex, grade level, and homeroom number. The regular classroom teacher (in the elementary schools) or the individual course and homeroom teachers in secondary schools, who had the student in class during the first semester (1967-68), were asked to complete survey cards for the students in the sample. Each teacher was asked to place in rank order on the card the item numbers of the student's three most pressing needs.

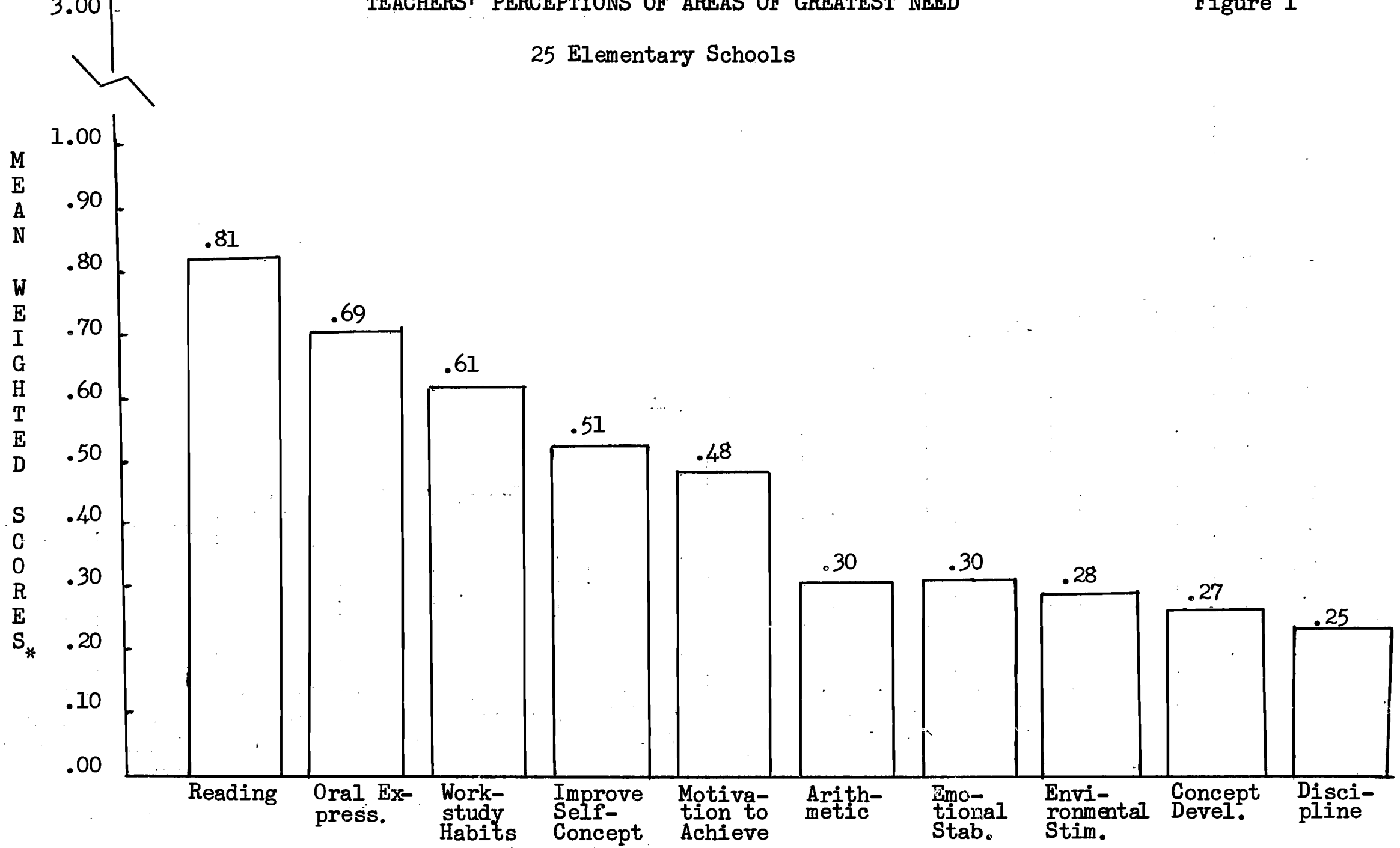
The random sample consisted of 3,521 elementary students (approximately 20% of the total enrollment of the 25 public elementary schools in the target area) and 1,062 secondary students from the 3 public high schools and 5 public junior high schools in the target area. As samples of all students in both the elementary and secondary schools in the central city, these samples included students with varying degrees of deprivation.

The overall results of the Student Needs Survey are presented in Figures 1, 2, and 3.

TEACHERS' PERCEPTIONS OF AREAS OF GREATEST NEED

Figure 1

25 Elementary Schools



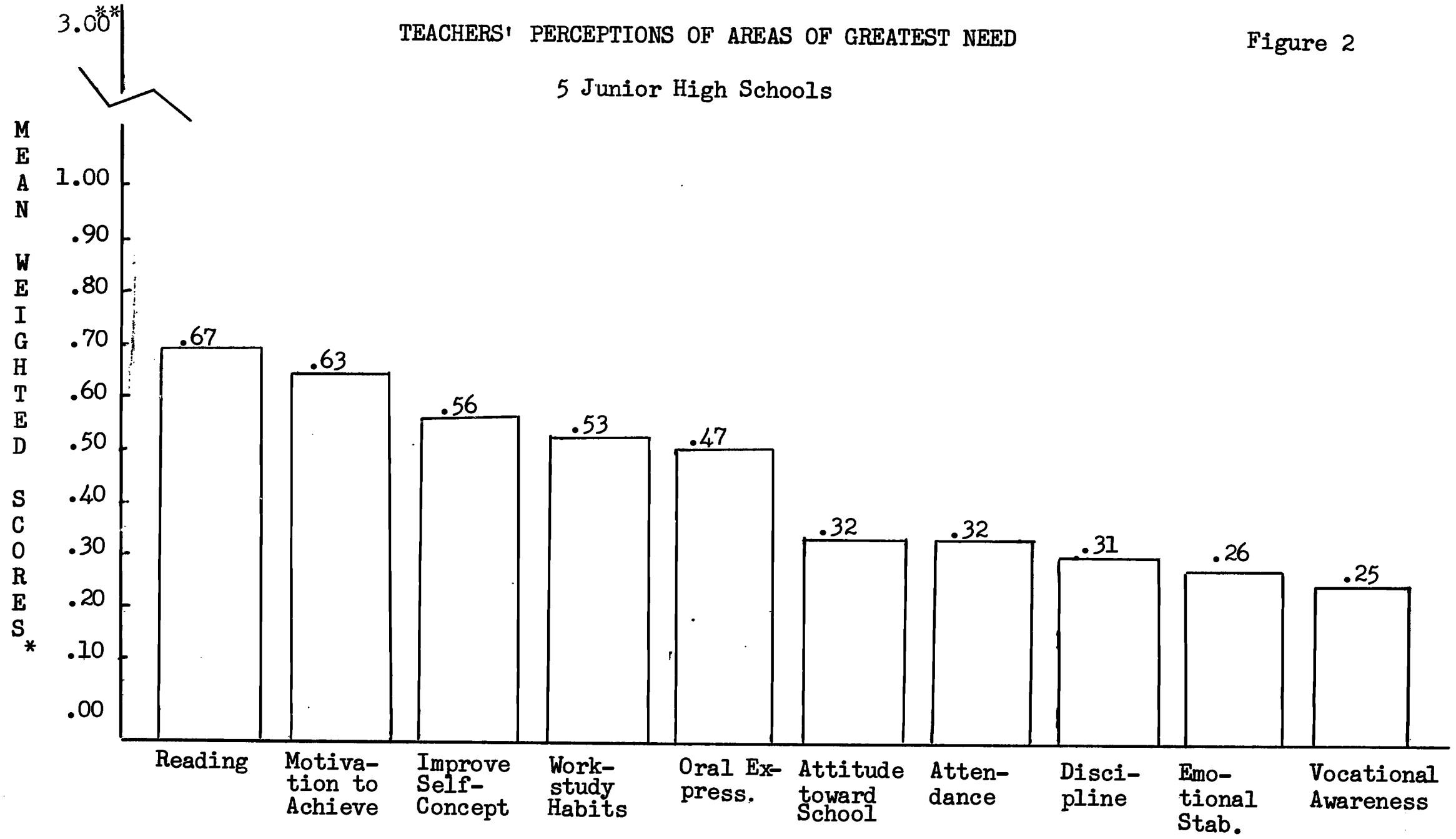
$$\text{*Mean Weighted Score} = \frac{\begin{array}{c}\text{No. of times item was 1st greatest need (3 points)} \\ + \\ \text{No. of times item was 2nd greatest need (2 points)} \\ + \\ \text{No. of times item was 3rd greatest need (1 point)}\end{array}}{\text{No. of responses (3521)}}$$

**Possible Range of Mean Weighted Scores: 0.00 to 3.00

TEACHERS' PERCEPTIONS OF AREAS OF GREATEST NEED

Figure 2

5 Junior High Schools



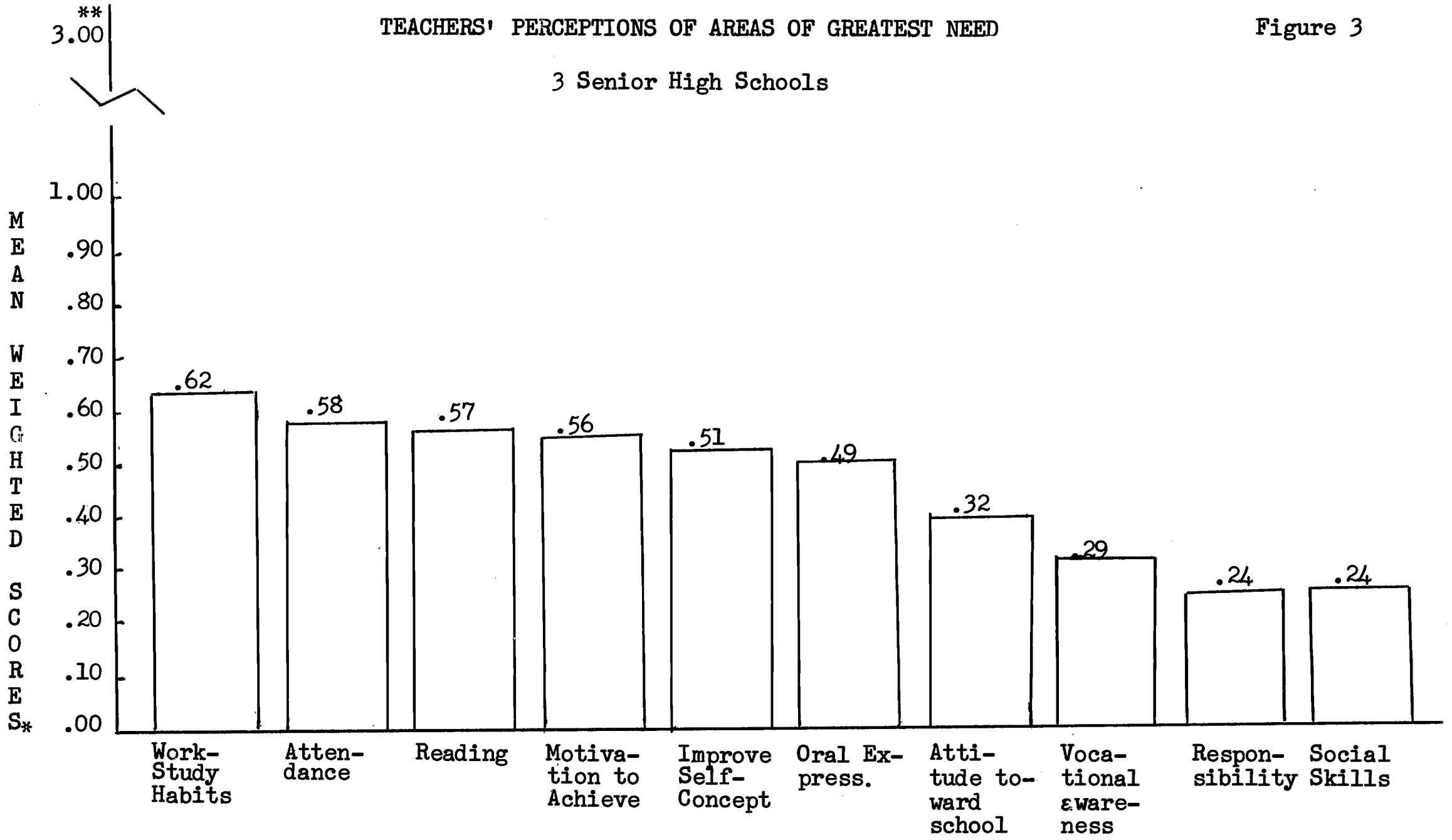
*Mean Weighted Score = $\frac{\text{No. of times item was 1st greatest need (3 points)} + \text{No. of times item was 2nd greatest need (2 points)} + \text{No. of times item was 3rd greatest need (1 point)}}{\text{No. of responses (2586)}}$

**Possible Range of Mean Weighted Scores: 0.00 to 3.00

TEACHERS' PERCEPTIONS OF AREAS OF GREATEST NEED

Figure 3

3 Senior High Schools



*Mean Weighted Score = $\frac{\text{No. of times item was 1st greatest need (3 points)} + \text{No. of times item was 2nd greatest need (2 points)} + \text{No. of times item was 3rd greatest need (1 point)}}{\text{No. of responses (3133)}}$

**Possible Range of Mean Weighted Scores: 0.00 to 3.00

It is evident from the preceding figures that the greatest overall need in ESEA target area schools in Milwaukee, according to teacher's perception, is reading. In relating this evidence to this year's Title I program at the elementary level, Table 3 (page 45) indicated that, with the exception of Social Improvement, there was more student involvement in the Reading Center Program than in any other program. Therefore, it is quite evident that the efforts of the Title I project in Milwaukee in 1967-68 were, in fact, directed toward the disadvantaged children's most pressing needs.

It can be concluded that the teacher's perceptions of student needs, as indicated on the Student Needs Survey, quite accurately pinpointed the students' greatest needs as demonstrated by the City-Wide Testing Program which indicates that the areas of greatest deficiencies in the central city are:

1. Reading
2. Language Skills
3. Work-Study Habits

Based in part on these findings, it was decided that the major emphasis for the 1968-69, Title I project in Milwaukee would be in the area of communication skills. All projects for 1968-69 are being designed to include improvement in communication skills, either as the primary objective or as a related objective.